
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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Vol. XII

DECEMBER, 1931

No. 4

How I Handle the O. G. A. Work

By Alta J. Day

Illinois Normal University, Normal, Illinois

FIRST let me say the *Gregg Writer* is used in both my beginning and advanced classes.

In the beginning classes I use the "Drills on the Manual Lessons" as supplementary reading matter after we finish each chapter. In the advanced classes, I use the *Gregg Writer* plates for study and practice each month.

Contest Used as Incentive to Regular Class Work

I am asked how I train for the O. G. A. Contest. My answer is that I do not "train" for that contest in the sense in which one usually speaks of "train." I simply use the O. G. A. Contest as an excuse for the final "polishing off," or as a review of the penmanship principles I have tried to teach from the first day of written work in the shorthand

class. Whatever of real training is given starts the first day I assign any written work, and that may be one or two weeks after a beginning class has started.

Penmanship Taught From the Start

Before a student is allowed to write a shorthand stroke, he is shown the difference between writing and drawing outlines. I place two outlines for *m* or *l* on the blackboard, one I draw and the other I write. I show how the drawn outline takes time and energy, while the written outline is made with a light, fairy-like touch that will taper out into a thin "get-away" stroke, literally shooting the hand over to the next outline. Then I have the pupils make *m*'s or *l*'s while I watch the movement of the hands. Whenever I see a *blob* of ink or a dot at the end of the stroke, I

guide that pupil's hand until he gets the "feel" of lifting the pen before he gets to the end. If the outline *I will* appears in any written work, I show how the circle is made straight up from the line of writing, and how the *I* completes the circle. At the same time, I explain why the correctly written outline can be written in less time than an incorrectly made one. By anticipating such things, and giving a little drill in class just preceding a written assignment, the pupil does not acquire bad habits which must later be overcome.

I am a firm believer in correct habits from the first, for life is too short to be spent in correcting poor penmanship habits that can be avoided by just a few minutes of proper instruction. I do not spend much time, if any, in formal penmanship drills in class, but day in and day out I am mentioning "light stroke" and "get-away" strokes, as well as keeping a watchful eye on circle joinings, formation, and proportion.

Daily Specimens of Contest Copy Criticized

Immediately after the holidays, I ask each student to hand in, daily, one copy of the O. G. A. Contest material which is printed in the December *Gregg Writer*. I glance over these copies, jot down the outstanding faults, and write some suggestions on certain papers. The next day I will probably spend five minutes of the class period in drill to "work out" these main faults. I cannot give much individual attention to the 135 papers which come in each day, so I give just a passing glance at the ones which show good movement and light touch, and try to give a little more attention to those which seem to lack these qualities.

Membership Specimens Submitted First

About January 20 I always send in from seventy-five to one hundred papers for the O. G. A. Membership Certificate. Some I know will not qualify, but I want the criticisms that come back in place of the certificates. The O. G. A. work is dropped at this time and not resumed until the criticisms come back the last part of February. About March first we again work for about one week—one copy handed in daily. About this time, however, the students really become interested and often make several copies each day in the endeavor to get an excellent final copy. Finally, I send in one copy from each student, good or bad, and the Annual O. G. A. Contest is over for us.

I think that a good style of penmanship is just as necessary as good reading or good transcribing, and that it must be taught from the very beginning. If poor penmanship

habits once become fixed, it is almost impossible to overcome them, and the poor shorthand penman is forever after at a great disadvantage in reading and transcribing his notes.

Contest Just "Polishes Off" the Year's Penmanship Practice

I, therefore, use the O. G. A. Contest as the final review and "polishing off" for the penmanship instruction of the year. It arouses more enthusiasm and secures more concen-



*The O. G. A. School Trophy
is the Highest Award Made for Good Class
Work. How Your School May Win It is
told in the December Gregg Writer*

trated attention to correct penmanship principles than any other project of the year, and with very little time taken from the class or in outside preparation by the pupil.

O. G. A.
ANNUAL CONTEST COPY

26 80 90 100
10 20 30 40 50
60 70 80 90 100
110 120 130 140 150
160 170 180 190 200
210 220 230 240 250
260 270 280 290 300
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360 370 380 390 400
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Commercial Education

By David Lawrence

Editor, "United States Daily," Washington, D. C.

YOU will recall that last week I talked to you on vocational education in general. Tonight my remarks pertain to general business education for all American citizens as well as special business training for clerical as well as executive positions.

Recognizing the need for giving direction to the program of education for business, the United States Office of Education, twelve years ago, created the position known as Specialist in Commercial Education. Mr. J. O. Malott, graduate of Butler College, Indianapolis, Indiana, and Columbia University, New York, who has had a wide variety of business and teaching experience, has been in this position for five years. He is author of government bulletins on business education and has been particularly active in seeking the development of secondary and collegiate business training programs in accordance with determinable needs. The topic Commercial Education is particularly appropriate tonight because the business leaders of the world have been attending the International Congress of Chambers of Commerce opened by President Hoover in our Nation's Capital this past week. At this meeting many of the major business problems have been discussed. Furthermore, during the past week organization meetings of the National Advisory Council on Education for Business and the American chapter of the International Society for Commercial Education were held in Washington.

Just as the World War forced us to build a program for health and physical education, so does the world-wide economic depression force us through our high schools and our universities to create a functional program of economic and business education.

Many of the famous characters in literature were business men. New trade routes lead to the discovery of new continents. The history of the world is very largely the history of economic and business development. The solution of the economic and business problems frequently shaped the destinies of nations.

Editor's Note: The following address on commercial education was broadcast by Mr. Lawrence on May 10, 1931, over a nationwide network of twenty-four stations of the National Broadcasting Company.

Mr. Lawrence's address is an able commentary on business education. The fact that it was broadcast throughout the United States over a huge network of radio stations signifies the vast public interest in our specialized field of education.

Grateful acknowledgment is due Mr. Lawrence, to Mr. Robert B. Chase, Director of the Educational Department of the *United States Daily*, and to the National Broadcasting Company for the opportunity to publish this address. We are likewise grateful to Mr. J. O. Malott, Specialist in Commercial Education, Office of Education, Department of the Interior, Washington, D. C., through whose efforts permission to publish the address was obtained.

Today business is growing in scope and complexity.

Every new invention in this country or abroad means new business opportunities, although the result may tend at times either to increase or decrease opportunities in other kinds of business. The development of electricity, for example, has brought with it many modifications of old industries and a vast number of new industries, each with its new opportunities. Mass education throughout the world is rapidly increasing the human wants and is stimulating commerce to new high levels. With each forward development in science, in higher social and educational standards, and in many other fields, there are increased opportunities.

Mr. Malott has given me some very interesting information regarding the work of his office, knowing that many of my listeners are either in business positions or are preparing for them and that many parents are interested in the possibilities of business training for their children.

Unlike medicine, law, and engineering, business represents a vast number of distinct occupations. There are many classifications of these positions. The lowest class is that of the messenger, then the clerk, then the business expert, the paid manager and the owner manager.

Within each of these classifications there is again a wide variety of occupations. There are at least one hundred distinct types of clerical positions. Some of the best known of these are stenographic, bookkeeping, filing, machine operating, shipping, billing, stock clerk, sales clerk, and chief clerk. On the level of the business expert we have, for example, the accountant, personnel manager, sales manager, the consultants in advertising and other fields. On the level of paid manager, we have those who are able to manage business establishments for others, but who for some reason do not own the business. Here we find managers and officials of various corporations, chain stores, wholesale

establishments, manufacturing plants, transportation and communication companies. The owner manager of a business establishment is in the highest classification of business positions. He owns, manages, and takes the profits, if any.

Not only are there four general classifications of business positions and a variety of distinct business positions within each classification, but there are many occupational levels in each of the occupations. Salaries of stenographers and secretaries indicate, for

should be made coöperatively by the local chambers of commerce and the boards of education. Such a study is in progress in Kansas City, Missouri.

Only after special supervision of commercial education is provided in the various cities and states and after business teachers in the high schools are employed on a six day a week and perhaps a forty-eight week a year basis, Mr. Malott says, will it be possible, generally, for them to overcome the many traditional features of the present program



J. O. Mallott

*Specialist in Commercial Education
U. S. Office of Education*



David Lawrence

*Editor of the "United States Daily"
Washington, D. C.*

example, the occupational levels. These salaries range from a few dollars each week to a few thousand dollars a year. The same is true in practically all business occupations. The owner manager of a business may be either the boy who owns the local newspaper route, your independent grocer, or the man who owns the largest business in the world. The boys and girls who set up temporary lemonade stands in their front yards are in business. The farmer-business man, like others who own and manage their establishments, is in the highest range of business men. The first problem for the parent and children to keep in mind is that of biographical development, including adequate preparation for success on the initial position, and the analysis of the requirements and careful preparation for success in each subsequent position.

Many cities, including Boston, Philadelphia, Pittsburgh, Cleveland, Minneapolis, Newark, Yonkers (N.Y.), Terre Haute (Indiana), Grand Rapids (Michigan), and Oakland, Fresno and Pasadena (California), have made investigations of local opportunities and requirements in business positions in order to develop more appropriate programs for secondary commercial education. Mr. Malott suggests that in every community such studies

and build up a new program in accordance with the needs in each American community. In view of the vast variety of business positions, the fact that more than a million young men and women are in training for such positions and that approximately five hundred thousand specially-trained workers, and probably five hundred thousand unskilled employees, enter business positions annually, education for business becomes one of the most important responsibilities of the high schools and the colleges.

Business education is a relatively new development and has grown faster than any other phases of educational progress. Approximately ten thousand public high schools, one thousand private high schools and academies, 1,850 private business schools, 250 junior colleges, and 500 colleges and universities offer business courses in this country. The total cost of this business training program probably exceeds two hundred million dollars annually, but it is a trifle when compared to what the graduates are able to earn on their first year in employment. It is a trifle, also, when compared with estimates of the annual cost of inefficiency in clerical, sales, and management positions. Mr. W. H. Leffingwell, an expert in office management, estimates that

the inefficiency of typists and stenographers costs our country five hundred million dollars a year. The problem apparently resolves itself then into one of better and more adequate supervision. The two federal specialists in this field and two in each of the forty-eight state departments of education are said to be inadequate to effect the desired changes.

The rather general introduction of commerce courses in the high schools of America offers a vocational outlet for boys and girls whose interests and aptitudes can best be served in office and store positions. The high schools ordinarily offer stenography and book-keeping, occasionally training for retail store positions, specialized clerical positions, and machine operating. Two-thirds of the secondary pupils in commercial courses are girls. In fact this large enrollment of girls represents one of the greatest social, educational, and occupational changes in history. For ex-

ample, there were only 200 typists and stenographers in the United States in 1890. By 1900 there were 115,000. Ten years later there were 350,000. There was a total of 750,000 in 1920, and approximately a million in 1930. The teaching of shorthand and typewriting and the overcoming of prejudices against women in offices and stores has opened new fields for them. Today a few million women are engaged in office and store positions.

In higher business education, as well as in secondary commercial education, America leads the world in providing facilities, though it is backward in providing adequate supervision of the training program. Business education, I am told, has grown so fast that not a single state knows what its needs are for trained employees annually in each of the different fields, such as accounting, banking and finance, insurance, secretarial training, and

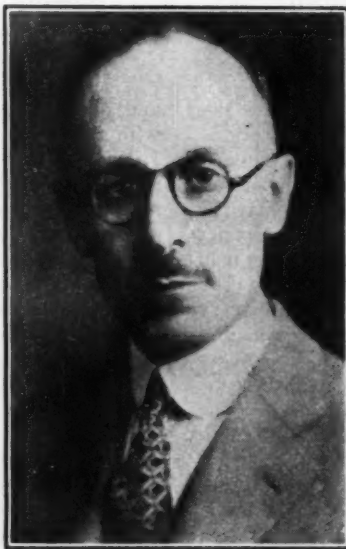
(Continued on page 199)

A Well-Earned Promotion Comes to Massachusetts Teacher

IT was a pleasure to hear of the well-earned promotion of Orton E. Beach to head the commercial department of the Lowell, Massachusetts, High School.

Mr. Beach has been the head of the secretarial division in this school for the past fifteen years and was recently chosen to fill the vacancy caused by the death in July of Mr. Albert D. Mack, who for many years had been in charge of the department.

In addition to his departmental duties, Mr. Beach has been director of Placement in the Lowell High School for the past ten years, and has taken an active part in commercial-teacher organizations, not only in the New England High School Commercial Teachers' Association, which he served as president in 1929, but also in the Eastern Commercial Teachers' Association, and in the National Commercial Teachers' Federation as well. Those teachers



Orton E. Beach
*Commerce Head, Lowell High School,
Lowell, Massachusetts*

in attendance at the National Commercial Teachers' Federation held in Des Moines last year had the pleasure of hearing Mr. Beach speak on the subject, "Should the Commerce Teachers Be Responsible for Placing Commercial Students?"

For many years Mr. Beach has been in demand as an instructor in summer session methods classes. He has offered courses at Boston University, Plymouth New Hampshire State Normal, and the summer institute conducted by the Province of New Brunswick, Canada.

We shall look forward with great interest to the future achievements of the Lowell High School Commercial Department under the able leadership of Mr. Beach. We have known him for years as one of the ablest and most enthusiastic Greggites the country over. His gift of imparting that ability and enthusiasm has brought him enviable success.

Program of the 34th Annual Convention of the National Commercial Teachers' Federation

The Stevens, Chicago, Illinois, December 28, 29, 30, 1931

Monday Evening

FEDERATION RECEPTION NORTH BALL ROOM 8 O'CLOCK
Informal Reception in charge of Mr. and Mrs. Henry J. Holm and ladies of the Local Committee
Dancing

Tuesday Morning

GENERAL MEETING NORTH BALL ROOM 9:30 O'CLOCK
Preliminary Music by First-Prize Winner, Chicago High School Band
Invocation The Star Spangled Banner
Introduction of Mayor Cermak by Paul Moser, Local Chairman
Address of Welcome by Mayor Anton J. Cermak, Chicago, Illinois
Response by President Irving R. Garbutt, Director, Commercial Education, Cincinnati, Ohio
"They That Can, Do; They That Can't Do, Teach," by Dr. Rees Edgar Tulloss, President, Wittenberg College, Springfield, Ohio
Business Announcements

Tuesday Noon

FEDERATION LUNCHEON GRAND BALL ROOM 12:15 TO 1:30 O'CLOCK
Presiding, J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky

Tuesday Afternoon

PUBLIC SCHOOLS DEPARTMENT NORTH BALL ROOM 1:30 TO 3 O'CLOCK
Chairman, B. S. Frost, High School of Commerce, Detroit, Michigan
"How Can Industry and Commercial Education Combine Their Efforts to Give an Ideal Training for Citizenship and Service," by Grace Darrah, Woodward High School, Cincinnati, Ohio
"The Commercial Teacher in the Vocational Guidance Program," by Professor E. A. Zelliot, University of Denver, Denver, Colorado
"A Program for Developing Placement Service for Commercial Graduates," by J. Evan Armstrong, President, Berkeley School of Administration, Berkeley, California
Discussion

PRIVATE SCHOOLS DEPARTMENT NORTH ASSEMBLY ROOM 1:30 TO 3 O'CLOCK
Chairman, W. A. Robbins, Lincoln School of Commerce, Lincoln, Nebraska
"Business Science—General and Specific," by N. B. Curtis, Westinghouse High School, Pittsburgh, Pennsylvania
"Methods that Should be Used by Private Schools in Determining Grades," by Mrs. Jewell Spinks, Tyler Commercial College, Tyler, Texas
Discussion

SHORTHAND AND TYPING ROUND TABLE NORTH BALL ROOM 3:30 TO 5 O'CLOCK
Chairman, Leslie J. Whale, High School of Commerce, Detroit, Michigan
Demonstration Lesson in Shorthand (with a class of pupils), by Eleanor Skimin, Northern High School, Detroit, Michigan
"Typewriting, A Subject to be Taught," by Helen Reynolds, Ohio University, Athens, Ohio
Business

BUSINESS ROUND TABLE NORTH ASSEMBLY ROOM 3:30 TO 5 O'CLOCK
Chairman, Paul A. Carlson, State Teachers' College, Whitewater, Wisconsin
Demonstration Class in Bookkeeping (with a group of pupils), by a speaker to be announced later
"A New Attitude in the Teaching of Commercial Law," by H. I. Good, Hutchinson High School, Buffalo, New York
"Wisconsin Surveys Commercial Education," by T. T. Goff, State Teachers College, Whitewater, Wisconsin
"My Most Disturbing Classroom Problem," Suggested Remedies through Free-for-all Discussion (Questions or Statement of Problem to be deposited with chairman as early as possible)

COLLEGE INSTRUCTORS' ROUND TABLE ROOM 2 3:30 TO 5 O'CLOCK
Chairman, J. D. Delp, Missouri State Teachers' College, Springfield, Missouri
"The Function of Shorthand in the National Planning of Business Education," by Ann Brewington, University of Chicago, Chicago, Illinois
Discussion led by Mrs. E. W. Barnhart, Washington, D. C.
"National Planning of Business Education," by Leverett S. Lyon, The Brookings Institution, Washington, D. C.
Discussion led by E. G. Blackstone, Head of Commercial Teachers Training Division, The State University of Iowa, Iowa City, Iowa

PENMANSHIP ROUND TABLE ROOM 4 3:30 TO 5 O'CLOCK
Chairman, Virgil C. Graham, Supervisor of Penmanship, Des Moines, Iowa
"The Organization of Handwriting Instruction Throughout A School System," by Bertha A. Connor, Director of Handwriting, Boston Public Schools, and Member of Summer Sessions Faculty, Teachers College, Columbia University (Miss Connor will bring an exhibit of original manuscript covering a period of about 300 years beginning with Colonial Times.)
"Some Common Problems in the Teaching of Handwriting," by J. A. Savage, Supervisor of Handwriting, Omaha, Nebraska
Discussion

STENOTYPE ROUND TABLE

ROOM 1

3:30 TO 5 P.M.

- Chairman, Vernal H. Carmichael, Ball State Teachers' College, Muncie, Indiana*
 Presentation of a Lesson in Stenotypy Theory (with a class of pupils), by *Josephine Wiggins*, Wheaton Community High School, Wheaton, Illinois
 Presentation of a Lesson in Stenotypy Speed (with a class of pupils), by *Margaret Martin*, Moser School, Chicago, Illinois
 Discussion

Wednesday Morning

GENERAL MEETING

NORTH BALL ROOM

9:30 O'CLOCK

- Preliminary Music. Community Singing under direction of *George E. McClellan*, President Littleford School, Cincinnati, Ohio
 "Education for Democracy," by *Rabbi Abba H. Silver*, The Temple, Cleveland, Ohio
 Business Election of Officers

Wednesday Afternoon

PUBLIC SCHOOLS DEPARTMENT

NORTH BALL ROOM

1:30 TO 3 O'CLOCK

- Chairman, B. S. Frost, High School of Commerce, Detroit, Michigan*
 "The Development of Character in the Classroom," by *Maxwell Munroe*, High School of Commerce, Detroit, Michigan
 "The Upgrading Trend in Commercial Education," by *William L. Moore*, Principal, John Hay High School, Cleveland, Ohio
 "The Degree of Attainment Essential for Commercial Subjects Illustrated by Typewriting, Stenography, English, Spelling and Judgment," by *Dr. L. J. O'Rourke*, Director of Personnel Research, United States Civil Service Commission, Washington, D. C.
 Discussion Election of Officers

PRIVATE SCHOOLS DEPARTMENT

NORTH ASSEMBLY ROOM

1:30 TO 3 O'CLOCK

- Chairman, W. A. Robbins, Lincoln School of Commerce, Lincoln, Nebraska*
 "How May Private School Teachers Improve Themselves and Increase Their Worth to the School?" by *J. Murray Hill*, Bowling Green Business University, Bowling Green, Kentucky
 Demonstration Class in Shorthand (with a class of pupils), by *Harriet Schwenker*, University of Nebraska, Lincoln, Nebraska
 Discussion Election of Officers

SHORTHAND AND TYPING ROUND TABLE

NORTH BALL ROOM

3:30 TO 5 O'CLOCK

- Chairman, Leslie J. Whale, High School of Commerce, Detroit, Michigan*
 Demonstration Class in Typewriting (with a group of pupils), by *Mrs. Marion F. Tedens*, Supervisor of Typewriting, Chicago, Illinois
 Symposium on Shorthand Transcription, Discussion leader, *J. O. Malott*
 An Analytical Study of the Development of Transcription Skill, by *Ann Simd*, Grosse Pointe High School, Grosse Pointe, Michigan
 Two additional speakers to be announced later
 Discussion Election of Officers

BUSINESS ROUND TABLE

NORTH ASSEMBLY ROOM

3:30 TO 5 O'CLOCK

- Chairman, Paul A. Carlson, State Teachers' College, Whitewater, Wisconsin*
 "Vocational Guidance with High School Commercial Clubs," by *R. J. Burton*, Wausau High School, Wausau, Wisconsin
 "A Study of the Effect of Single and Double Class Periods," by *E. L. Cooper*, State Teachers College, Albany, New York
 "My Most Disturbing Classroom Problem." (Continued from the first session)
 Discussion Election of Officers

COLLEGE INSTRUCTORS' ROUND TABLE

ROOM 2

3:30 TO 5 O'CLOCK

- Chairman, J. D. Delp, Missouri State Teachers College, Springfield, Missouri*
 "Training of a Business Correspondent," by *Alta Gwinn Saunders*, University of Illinois, Urbana, Illinois
 Discussion led by *P. O. Selby*, Head, Department of Commerce, State Teachers College, Kirksville, Missouri
 "Problems in Initiating a Commercial Teacher Training Program," by *D. D. Lessenberry*, Head, Department of Commercial Education, The University of Pittsburgh, School of Education, Pittsburgh, Pennsylvania
 Discussion led by *Arthur Williams*, Director, Commercial Education Division, Illinois State Normal University, Normal, Illinois
 Discussion Election of Officers

PENMANSHIP ROUND TABLE

ROOM 4

3:30 TO 5 O'CLOCK

- Chairman, Virgil C. Graham, Supervisor of Penmanship, Des Moines, Iowa*
 "Recent Progress and Developments in the Field of Handwriting," by *Dr. Frank N. Freeman*, School of Education, University of Chicago, Chicago, Illinois
 Classroom Demonstration in Penmanship (using High School Pupils from the Chicago Schools), by *A. M. Wonnell*, Withrow High School, and Assistant Supervisor of Handwriting, Cincinnati, Ohio
 Discussion Election of Officers

STENOTYPE ROUND TABLE

ROOM 1

3:30 TO 5 O'CLOCK

- Chairman, Vernal H. Carmichael, Ball State Teachers' College, Muncie, Indiana*
 "Getting Results in the Stenotypy Classroom," by *Bessie C. Hutchison*, The Business Institute, Detroit, Michigan
 Conference of Business School Managers and Proprietors with *D. D. Miller*, President, Miller School of Business, Cincinnati, Ohio, presiding
 Discussion Election of Officers

Wednesday Evening

FEDERATION BANQUET

GRAND BALL ROOM

6:30 O'CLOCK

Toastmaster, Irving R. Garbutt, President

Introduction of Guests—Guest of Honor, Dr. John Robert Gregg, New York, New York

Address, "Teacher Inspiration," by Dr. Calvin O. Althouse, Philadelphia, Pennsylvania

Entertainment

Vocal Selections by Hugh C. Dickerson, Chicago, Illinois

Awarding of 100 Per Cent Certificates

Distribution of Exhibitors' Prizes

Inauguration of Officers

Adjournment

Dancing



State Commercial Contests

By Clyde Insley Blanchard

Director of Research, The Gregg Publishing Company, New York, N. Y.

(Continued from the October issue)

THE October issue of the *American Shorthand Teacher* carried an analytical study of the records made at several state commercial contests in the spring of 1931. The contest conditions existing in many states were commented upon and changes in two of the rules governing the correction of shorthand transcripts were recommended.

It was recommended that the rule stating that "an error in spelling or typewriting shall not be charged against the contestant" be eliminated. (Rule No. 2)

It was also recommended that the rule stating that "95 per cent accuracy shall be considered qualifying" be changed to read "98 per cent accuracy shall be considered qualifying." (Rule No. 6)

Response from State Chairmen

Letters were sent to a number of last year's state contest chairmen asking them to comment upon the contest conditions in their own states and upon the suggested improvements and changes in the rules. As this article goes to press, replies have been received from

E. F. Burmahln, Director, Department of Business Education, E. C. Glass Senior High School, Lynchburg, Virginia

Rosa Colegrove, Instructor in Commerce, University of Wyoming, Laramie, Wyoming

A. O. Colvin, Professor of Commercial Education, Colorado State Teachers College, Greeley, Colorado

G. G. Hill, Director, State Teachers College, Indiana, Pennsylvania

Mary A. Hoagland, Pershing County High School, Lovelock, Nevada

Robert LaDow, Director of Commerce, Phoenix Junior College, Phoenix, Arizona

W. C. Maxwell, Head, Commercial Department, High School, Hinsdale, Illinois

J. A. McCrae, Secretary, Bureau of Educational Cooperation, Extension Division, University of North Dakota, Grand Forks, North Dakota

M. E. Studebaker, Head, Department of Commerce, Ball State Teachers College, Muncie, Indiana

George R. Tilford, Professor of Business Education, Syracuse University, Syracuse, New York

Mrs. Marion F. Woodruff, Head, Commercial Department, High School, Gloucester, Massachusetts

The experiences and recommendations of these commercial educators, as expressed in the following excerpts from their letters, will be most helpful to those who are trying to arrive at the true value of contests as now conducted and who feel that some changes should be made in contest rules.

Arizona

Mr. LaDow of Arizona says:

"I think that, as far as I am concerned, if state commercial contests are to be conducted as they have been in the past, I care to have nothing to do with them. They have been conducted primarily to aid a few students and a few schools to attain glory for themselves in an isolated field to the detriment of the class as a whole.

"May I summarize briefly the situation here in Arizona? There are two fairly large cities in this state. Outside of these two the rest of the towns are widely scattered and unconnected. A contest, if conducted in a satisfactory manner, could do wonders toward uniting these schools in raising the standard of commercial education.

"There must be a deal of propaganda instituted before that situation can come about. Contests have been conducted in this state for a number of years. The one large high school institution, that of Phoenix, has, of course, had more entrants than any other system. Contests in Arizona have devolved into a contest between one or two schools.

"Last year I secured some cooperation in trying to work out a new plan similar to that used in Wisconsin, Iowa, and other states, namely that the contest be held in each in-

dividual school and entered by each student in every class in the commercial subjects tested. Not only would the tests themselves give the teacher and administrator of many small outlying schools in Arizona a better idea of what might be expected of good typists, stenographers, and bookkeepers, but it would give us a real basis upon which to judge the class average and the teaching result as a whole. . . . We intended to test all skills in typewriting and bookkeeping; to test all the skills involved in the finished shorthand transcript, such as punctuation, spelling, transcription accuracy, and placement. I wanted also to test their ability to use Gregg Shorthand principles.

"Needless to say, I had some hearty support and a great deal of criticism. After much planning and work on the part of a few of us, the plan was given up as not being feasible at that time, and so there was no commercial contest in the State of Arizona in 1931. I doubt if there will be one in 1932.

"*Rule No. 2*, stating that an error in spelling or typewriting is not charged against the contestant, is unwise. If we take that rule literally we are given to understand that a person is a good stenographer simply because he has the ability to transcribe rapidly any type of brief writing that he may do. A successful stenographer, to me, means one who can take dictation rapidly, transcribe it rapidly, and give a mailable copy—one that is perfect in spelling, punctuation, and arrangement.

"*Rule No. 6*, regarding accuracy in transcription, is hard to judge. I think it is dependent somewhat on the syllabic intensity as to whether six errors at sixty words a minute is permissible, or seven errors, or five errors. Personally, I think a copy should be perfect—that is, all errors erased and in such a way as to be unnoticeable. Then, those errors unerased show lack of knowledge and training, or carelessness.

"It is impossible to believe that all errors are of equal importance. I know of one contest that was held in which the beginning students were allowed to transcribe their notes with pen and ink or pencil and were then penalized for spelling and the like. There is entirely too much discrepancy in handwriting to tell whether a longhand character is what you think it is or what the writer thinks it is.

"It comes back again to the determination of the objective for the first- and second-year shorthand groups. I shall always maintain that the first year is primarily theoretical and any tests should be of that theory.

"I hope I have given you the information you desire. Contests at their best are difficult things to manage. The only valid type, it seems to me, is one that tests *class average* and not individual training."

Colorado

Mr. Colvin of Colorado says:

"Referring to the rules for correcting shorthand contest papers, I have but one suggestion to make. Should the word 'substitution' not appear also in *Rule No. 1*, there will be considerable objection to *Rule No. 2*, but I think I am in favor of it because it will facilitate the grading of the shorthand transcripts.

"We have two entirely different kinds of contests in Colorado. The first, and we consider it the more important, is a class contest, which will include this year only the subjects of first-year shorthand, typewriting, and bookkeeping. In this contest awards are given to schools who score the highest class average for the entire class. It is in no way connected with the finals. The final contest is a free-for-all, open to two contestants from each school, who must be regularly enrolled, and it is purely an individual contest. This furnishes excitement and thrills for contestants, and while it is less valuable from an educational standpoint, nevertheless it furnishes a great deal of satisfaction and joy to those who participate.

"Personally, I think the contest has sufficient value to warrant its continuation until we find the substitute that will take its place. I think the group class contest plan can be developed successfully and that it will have more value than any sort of substitute that has been tried so far."

Illinois

Mr. Maxwell of Illinois says:

"There has been much criticism condemning commercial contests, and little favoring them. There seems to be no serious criticism, however, and in the face of this situation the organizing of state contests has gone steadily forward.

"Contests have done much to establish uniform standards of achievement, as well as to improve teaching methods. The result has been better-trained students, and, in turn, commercial departments have received beneficial publicity from this training.

"A general criticism is that only a few receive the bulk of the instruction, yet there are conflicting answers to the question, 'Should the better pupils receive intensive instruction or should the teacher's greatest efforts be spent on the weaker pupils?'

"No typing teacher would attempt to pick her contest teams the first semester, so it is evident that all have received like instruction thus far, and few typing pupils change in their rate of progress from there on. The enthusiastic teacher will stimulate to some extent the entire class.

"Different states have different grievances or weaknesses in their contest plans, either in the *rules and regulations, nature of material, or finances.*

"There are many phases of the contest which must be skillfully planned in order to insure satisfactory results, namely: Wide distribution of complete rules and regulations—definite types of test materials—attractive awards for schools, teams, and individuals—competent contest managers—wide publicity for the contests and participants.

"Sufficient money must be on hand to purchase attractive awards. More than \$500 was used for awards for our 1931 contests. These awards consisted of 336 beautiful pins and pendants, and 30 cups fully engraved. In addition there was the Governor Emerson Grand Prize Trophy, awarded to the school winning the greatest number of points in the state final contest.

"The commercial contest program in Illinois is eighteen years old. The interest in this program has been unusually good. The contests were placed under the supervision of the Illinois State Commercial Teachers' Association in 1926, a General Committee of twelve members being elected from the General Assembly of that body. Each year has shown a remarkable increase in the number of schools represented, as the following table shows:

TABLE SHOWING GROWTH OF ILLINOIS STATE COMMERCIAL CONTEST

Year	Districts	Sections	Schools Entered
1926	14	2	160
1927	18	2	197
1928	28	2	225
1929	42	2	272
1930	42	14	325
1931	47	12	365

"No plan entirely suitable for conducting mass tests in a subject has been devised. In commercial work the entire group receives the benefit of the instruction and the highest ranking pupils win the right to participate in the events. No other form of inter-school competition goes further.

"The rules of our contests emphasize the classroom goal, which is the practical use in life of what the student learns. To attain success in our competitive events, the best methods of school learning, with this increased enthusiasm in the teaching of stenography, typewriting, and bookkeeping, are the winning assets. Consequently the contests as a motivating power make for more rigid exactness, greater duration, and earlier adaptation of the things learned.

"Here, in part, is the secret of why our commercial standards take high rank among the most successful teaching groups when

measured in terms of the success of our students, because of more intensive practice of what they have learned.

"I very much favor the suggested change of *Rule No. 2.* Spelling is undoubtedly an objective in secondary education. The suggested change in *Rule No. 6* would apply very satisfactorily to our contests."

Indiana

Mr. Studebaker of Indiana says:

"For the past ten years an annual state commercial contest has been conducted in Indiana under the auspices of Ball State Teachers College. We have tried to face the situation at all times both *pro* and *con*. After all has been said and done, we cannot help but feel that this contest has increased the type of work that has been done in the commercial departments of the high schools of Indiana. Our judgment has been verified by statements from various teachers who participated.

"Last year (1931) there were 251 high schools in Indiana enrolled in the state contest. Assuming that there was an average of two teachers (no doubt there were more) in each school, there were over 500 teachers in Indiana looking forward to the contest and, no doubt, doing better teaching in order that their pupils would make a good showing at the contest.

"On the basis of the various events the schools participated in, we can conservatively estimate that there were 10,000 boys and girls enrolled in the classes that were trained for the contest. There should be no question as to the fact that these boys and girls were better typists, bookkeepers, and stenographers because of better teaching and a goal to which they were striving.

"The spirit of enthusiasm and interest of the boys and girls at the finals, and the splendid coöperation of the teachers at all times, should convince the most skeptical critic that some good comes out of a state contest.

"Our critics say that the contest does not test all of the pupils, but only the best pupils in the class or school. If the teachers will follow the idea intended by those who conduct the contest, they will give very little (if any) individual help to the best pupils. In Indiana we appeal to the professional spirit of the teachers to be good 'sports' and play the game fairly. We want them to train the class and then select the best from the class to represent it at the contest.

"Again the critics say it takes too much work. It is generally understood that anything worth having takes work. That should be in its favor. The work of the teacher, however, should be in better preparation, and better methods of classroom procedure.

"It is said the contests become monotonous. This can be eliminated by the introduction of new features from time to time. In Indiana we have added to the usual plan of conducting tests the following:

Rate of transcription used in second-year shorthand test to determine standing of contestant.
Vocabulary test included in first year shorthand test, and
Problems with figures in bookkeeping.

"We do not give the same type test at the state contest as we give at the district contest. This prevents teachers from drilling for a particular type of test. We are considering reducing the time for the typing test and including an objective type test for typing. The changes suggested in the shorthand rules follow the ideas we have been developing and should improve this contest.

"We ask critics of the contest for a substitute plan that will serve better than the contest in improving instruction in commercial subjects.

"The statewide test has been advocated. It, too, has its disadvantages. In the first place, it is impossible to get teachers to do exactly what it is intended that they do, hence uniform directions are not followed. Then, teachers will not send in their poorest papers, as it will reduce their averages. Unless papers are graded by or under the direction of one person (which is almost a physical impossibility), they will not be graded uniformly and, therefore, be of no use for comparative scores. This reaction to the statewide program is made from our experience of a few years ago when we attempted such a test in typing.

"Our state universities and teachers colleges started a testing program last year. The questions for commercial subjects were prepared by members of the faculty of our department. We have evidence that irregularities occurred which make it unfair to use these scores for comparative or other purposes.

"The statewide testing program may reach more pupils, but we feel that it has its limitations, the same as the state contest. Neither of them is perfect and both require a well-planned organization to carry out their purposes."

Massachusetts

Mrs. Woodruff of Massachusetts says:

"This matter of state contests in commercial subjects is one in which I have always been much interested. You asked for comments from State Managers. Since I have served in that capacity in Massachusetts for several past years, perhaps I may be allowed to express my appreciation of the changes which are recommended for the rules.

"I have been boosting contest work because I have watched keenly the constant growth which they have caused in the entire level of my classwork during the past six years. I thoroughly disagree with people who claim that contest work benefits only the chosen few. If the classroom teacher is conscientious in her effort to develop the highest possible standard in a given class, she has the contest idea to spur those most able, but, meanwhile, the class as a whole is benefited by the intense effort.

"However, I always felt that it was far from a satisfactory award when a pupil's contest paper was judged by so much lower standards than that accepted in daily work or that which would be acceptable to any business man. Therefore, I wish to express the hope that *Rule No. 2* of the N. S. R. A. Rules will be changed for school contests so that errors in typewriting, punctuation, and spelling will be counted as actual errors in transcription.

"Regarding the number of errors allowed for a qualifying paper, I feel that we have had so few papers qualifying with a ninety-five per cent accuracy standard that I should not object to the continuation of this standard of qualification for contests, though I was among the first to adopt the ninety-eight per cent standard for my own pupils, realizing that the aim of the business man is to receive as perfect work as possible.

"Contest conditions, difficulty of the material dictated, and the fact that students are taking dictation from a person to whom they are not accustomed cause a nervousness which might well be allowed for.

"I shall look forward to the announcement of the final rules governing the state contests for the current year, and hope that some more satisfactory basis than we formerly worked on may be found."

Nevada

Miss Hoagland of Nevada says:

"The Contest Committee of the State of Nevada sincerely hopes that there will be some changes made in the rules for conducting state commercial contests.

"At our meeting of State Commercial Teachers last May we voted to incorporate a special accuracy award in our typing contest, as we feel we must stress accuracy.

"Regarding the changes recommended in the N. S. R. A. *Rules Nos. 2 and 6*, I personally think that these changes are essential, as we are all striving for acceptable mailable transcripts in shorthand. The five per cent inaccuracy is not in keeping with our regular standards. The maximum number of errors allowed at the new standard would be much more acceptable to both teacher and pupil."

New York

Mr. Tilford of New York says:

"Answering your request of a few weeks ago concerning changes in the N. S. R. A. *Rules Nos. 2 and 6*, to be used in correcting transcripts in state contests, I will say that revision of these rules is obviously necessary. As a matter of fact, if I am correctly informed, not all contest committees have followed those rules as they were originally made. Let us discuss the two rules in order:

"*Rule No. 2*.—It seems sensible to say that shorthand is not an end in itself, though *Rule No. 2* appears to imply this. Shorthand is rather a means to enable the amanuensis to reproduce perfect copy of something that has been spoken. Keeping this in mind, it seems clear that the transcript is the important thing in the district and state contests. Of course, contests could be based on shorthand theory alone if that were desired, but that does not seem to be the object of contests as now conducted.

"Secondary schools under the present organization desire to test the finished product, and this is definitely represented by the completed transcript. Therefore, it further seems clear that any error that causes a departure from the meaning of the original dictation or manuscript should be penalized. Such errors are, obviously, misspelling, mistakes in capitalization, paragraphing, or punctuation, changed words, omissions, typing errors (if a typewriter is used), etc. With such a list of errors as a guide, an examining committee can establish a system of arbitrary deductions for each of the errors and thereby fix a fair and just score. The larger the list of errors considered the better, since the object of the contest is to select as prize winners the broadest, most resourceful, and best contestants.

"In order to select the most worthy contestant, attention should be given to the time element as well as to accuracy of transcript. Obviously, again, a contestant is better if he completes a transcript in less time than his competitor, providing, of course, that he does it equally well. The accuracy value should be different from the time value, thus justly complicating the final score.

"With the consideration of the above elements as guiding principles, a point system should be established and used by all committees who wish to avoid high percentages, ties, and other evils that accrue to the rule under discussion. Percentages are not important, and should surrender to a point system. The latter is much more resourceful, gives a greater variety of factors to consider in rating candidates, and seems more certain to select and distribute the best contestants.

"*Rule No. 6*.—Personally, I do not regard *Rule No. 6* as important. It is all right if districts or states desire to fix a number of errors as a qualifying standard. There is no special object, however, in fixing a qualifying rule unless it might be in districts where there were more applicants for entrance than there were facilities to accommodate them. In that case new districts could be formed for elimination purposes. So far as the state contest is concerned, a rule should be fixed which automatically qualifies district contestants to enter the state contest.

"Therefore, it seems to me, from the point of view of a participant in a democratic country, I should permit anyone to enter the district contests who so desired. By the very nature of things, teachers are not apt to enter students of inferior preparation.

"I see no necessity for the standardization of contest rules among the several states. As I see it now, I hope there will be no National Committee on Standardization. Such a consideration would tend to prevent originality and advancement.

"My experience in conducting a state contest is limited, owing to the fact that I have been in that work but one year. However, I am glad to offer the foregoing suggestions."

North Dakota

Mr. McCrae of North Dakota says:

"It is anticipated for the 1932 contest in North Dakota to have dictation for first-year contestants at the rate of 70 words a minute, and second-year contestants at 90 words a minute. We have felt for some time that the rate of dictation was somewhat lower than served the best purposes of the contest.

"In the case of *Rule No. 6*, we shall be interested in observing the results of raising the percentage of accuracy from 95 to 98, as suggested, although it is not contemplated that this change will be made in the North Dakota contest this year.

"Speaking in a general way, we have been much pleased with the results of the commercial contests in our state. The contest is not old enough nor sufficiently developed to reveal the objectionable characteristics that have caused such contests to be discontinued in other states. It is hoped that by a judicious administration of the contest such objectionable features may be avoided. The interest in the contests grows from year to year, and in general the quality of performance has shown advancement.

"We are also very much interested in the newer type of tests that is being developed in Wisconsin, and shall follow their introduction carefully with a view to adopting such features as may prove of greatest value."

Pennsylvania

Mr. Hill of Pennsylvania says:

"Our contests here in Pennsylvania prove to be very popular; but we are convinced that, taking everything into consideration, they did not produce the results that we hoped would come from them.

"There is, and should be, a very wide variety of aims and objectives in the commercial courses offered throughout our state. Our various sections have different problems to face in the courses offered in the high schools. The curricula in our schools are of such a nature that the contests gave a decided advantage to certain types of schools. There were other criticisms that I think are also valid.

"We are thinking now not so much in terms of competition as coöperation. I am hoping that we shall be able to work something out along this line before long that will serve the purpose better than our contests did."

Virginia

Mr. Burmahln of Virginia says:

"You have my 100 per cent approval in the elimination of *Rule No. 2*. As you say it will help to eliminate the score of ties in the upper level.

"Regarding the suggested change of *Rule No. 6*, I would suggest a 96 or 97 per cent standard; 98 per cent seems a little strong. I say this because of my contest experience in the State of Virginia.

"Just as there are certain top-notch students in debating, public speaking, football, music, Latin, journalism, art, shop mechanics, etc., likewise will there always be the upper stratum in business education. The alert teacher will know how to keep an entire group of a subject on their toes from the time school is opened in September to the close in June. The mingling of commercial students of the different cities through a state contest is a fine thing.

"State contests, the advanced shorthand teacher states, have greatly improved the rate of speed in shorthand transcription. There is a stronger drive behind the typing student. Second-year bookkeeping students—yes, even first-year bookkeeping students—are all the more capable because of being thrown into competition with each other by class contests now and then. And what material they develop for a state contest!

"More leaders are developed in the business education department through contests—city, district, state, and class.

"State Teachers College, Whitewater, Wisconsin, set an excellent example of leadership in a new tradition of statewide contests. Ball

State Teachers College, Muncie, Indiana, is sponsoring a fine project in the way of a statewide testing program.

"One great drawback to some schools may be the financing of the transportation of the students to the state contests. Here again it depends upon the resourcefulness of those in charge.

"Students who have won the distinction of participating in state contests have usually won the distinction of being the first ones to land the choice positions upon graduation. Others, who visit a college campus for the first or second time before graduation from high school, make up their mind to continue their education after graduation. Are these not worthy ideals to have students strive for?

"I should not be surprised but that the Old Dominion State may have a statewide contest in the spring of 1932.

"Results and objectives: higher accomplishments, better leaders."

Wyoming

Miss Colegrove of Wyoming says:

"I have been convinced for a long time that the N. S. R. A. rules without modification are inadequate for high school contests. Last year we had printed in our booklet that went out over the state: 'Shorthand transcripts will be graded in accordance with the *Gregg Writer* Transcription rules, with such changes as the judges of this contest deem wise.' As a matter of fact, I think we used these rules with just one change, and that was in *Rule No. 10f*. (We quote this rule below.)

"In the first place, I hold that no one should dictate who cannot bring out the sense of the material exactly as printed. I concede that there are many poor readers; in fact, really good ones are scarce. For our contests it is my duty to train the dictator, and this is one of the points in which I am very particular. However, perhaps for the general public it is better to observe *Rule 10f*.*

"I would hesitate to change both *Rules No. 2* and *No. 6* the same year. I would suggest that we change *Rule No. 2* next spring, observe the effect on the transcripts; then, if it seems advisable, change *Rule No. 6* the following year. I believe the change of *Rule No. 2* alone will make quite a difference in the grade of transcripts."

* 10. Each deviation from copy in the matter of punctuation, where the sense of the context is affected, shall be considered one error. This calls for discretion on the part of the checkers, but certain general rules may be enumerated here:

f. Faulty punctuation, where a clause is detached from the end of one sentence and placed at the beginning of the next, or *vide infra*, is one error if the sense of the context is affected. (In cases of immaterial clauses, this is frequently caused by faulty dictating, and the student should not be penalized when the sense is not affected.) Where the sense is changed, one error only should be marked.

EDITORIAL COMMENT

ON SUNDRY TOPICS

The Renaissance of Objectives in Typewriting

IN our editorial in the last issue, we made brief reference to the present trend toward placing emphasis on the application of typing skill to the practical problems the student will encounter in his professional experience. We pointed out that perhaps teachers generally did not quite see the relationship between the ability to type a large number of words in a given time and the ability to make the skill indicated by this performance function in a real situation. In our teaching heretofore we may have overstressed the importance of typing speed as such.

For example, if we examine the syllabi of any great number of schools, we shall find a very marked difference between typing speed requirements and transcribing requirements, if any requirements are set up. Some require a speed of 40 to 30* words a minute in typing at the end of the first year and a transcribing speed in some instances of as low as ten words a minute. That may reflect a real situation determined by actual test—that students are not able to transcribe more than ten words a minute at the end of the first year's work in shorthand. If so, then we have been emphasizing speed in typewriting, as such, to the neglect of transcribing speed. We may have been spending time in developing typing speed that might better have been utilized in coordinating typing skill with shorthand skill as expressed in the finished transcript. This is especially true when we consider that in many schools typewriting is studied a year before the students start their work in shorthand. What is the use of having a hundred mile-an-hour automobile if there is no place—except a race track—where you can run it at more than fifty?

There are three basic technical factors in the stenographic equation: Typing skill; shorthand skill; transcribing skill. From the

practical point of view, which of these is the most important? Transcribing skill imposes a far greater range of abilities than either of the two other factors. It brings in a host of knowledges that may or may not be required in the first two factors. In the use of these abilities and skills the student proves whether or not he is qualified to do stenographic work. Typing skill generally is measured in terms of how many net words a student can write on a fifteen-minute test, from plain copy, which involves little interpretive ability.

The speeds achieved in the various school, city, county, and state contests may throw some light on the situation of whether or not the effort required to reach high speed in typing is justified by results. To quote from a bulletin just issued by Mrs. Frances Effinger Raymond and Miss Elizabeth Starbuck Adams:

We've been going over some recent contest records. These records represent the superior student only—the typists that were winners in the local league try-outs. Each was first selected for contests as the best typist in his school. Then he won at the league contest, proving himself best in his district. Then he went up against the best typists in every other district. With this type of selection and survival of the fittest, would you not expect that the records of the final contest would be outstanding, few errors and high speeds? Well, the records were not anything of the sort. The first ten best writers averaged 11.6 errors, with a range of from 5 to 26 errors. The speeds were from 50 to 61, nothing at all exceptional for thirty-six weeks' typing instruction and practice. Each student, it is safe to say, had put in not less than 250 hours of practice in that time, counting school and home practice. Nothing in the results as shown by the records justified those 250 hours.

Let us examine these results in the light of what they mean from the practical point of view. They show that the contestants averaged approximately one error a minute, for which there was made a deduction of but ten words to the error from the gross number written, the gross speed running around 60 words a minute. Any of us who have had

* On three representative state syllabi examined, the required typing speed (plain copy, presumably) at the end of the first year was 25, 30, 25 words a minute minimum.

experience know that an error cannot be corrected in the time that it takes to write ten words, especially when a carbon copy is involved, as it usually is in practical work. Writing at a speed of 60 words a minute would mean that the correction would have to be made in ten seconds—which could not be done, of course, one reason being that, as a rule, students are not taught to erase neatly and to make corrections rapidly. A forty-word deduction would more correctly compensate for the time required for a correction. In the case of a fifteen-minute test, where the contestants were writing an average of 60 words a minute, or a total of 900 words, a forty-word-per-error deduction would leave a remainder of 300 words, or 20 words a minute, which is not up to the syllabi requirements we have referred to. To be plain, this shows us just where we are "at" from a logical point of view.

Moreover, this result has been achieved at the expense of much time and effort in special training. If the motivation that is supposed to be contributed by preparing for and participating in speed contests has had any influence, apparently it does not manifest itself in the results. The point is, is any speed worth while unless it is a *functioning speed in a natural situation*? It appears from the analysis that the speed contests do not contribute anything important toward meeting syllabus requirements. It does not seem that it should be much of a task to train students to reach a 30-word-a-minute speed, straight copy, at the end of a year, with a high degree of accuracy. There is a tremendous waste somewhere along the line.

But let us not be so optimistic as to think that we can get along without straight copying in the learning process, although, when we come to think of it, that is only a minor activity compared with the great range in stenographic work on the job. Sustained typing practice is undeniably an important factor in building up an efficient technique when properly employed. It enables students to consolidate skills only partially perfected in the earlier stages of learning. It improves rhythm, concentration, copy-getting, and mechanical skill, and tends to fixate word patterns to be typed as units on a higher level of skill. Its greatest weakness is that it does not develop interpretive power because there is nothing in it that requires judgment in making decisions or in bringing into play the other abilities and knowledge essential in effective transcribing. It has a place, and a very definite place, but it is not a panacea. It seems to us that we must turn our attention definitely toward realizing the main aim of our shorthand and typing instruction. By concentrating on some one factor, we are failing to

give our students the richness of experience necessary to qualify them for the real job. Heretofore we have neglected the matter of transcription. We have not, perhaps, realized that typing skill and shorthand skill do not necessarily imply transcribing skill. Neither does the "reading back" of notes imply transcribing ability.

It is astounding to learn of the small number of transcribed letters that is required in many schools during the entire training course. One way to learn to transcribe is to transcribe. We believe that if the time heretofore spent in trying to increase the straight-copy rate of speed were devoted to giving transcribing experience, we should soon see a very marked improvement in the way of practical work.



Stuart Test Scores

MRS. ESTA ROSS STUART has just completed a tabulation of the scores that have been received from the teachers who have given the Stuart Objective Tests in Typewriting during the past two years. The tabulation gives the median score and the highest and lowest score for both accomplishment and the length of time.

Tests 1 and 2 measure mental control by means of multiple response and true-false tests.

Tests 3-7 measure the accuracy and rapidity of the automatic manipulative responses of the student.

STUART OBJECTIVE TESTS IN TYPEWRITING

Accomplishment Score

Test	No. of Scores	Highest Score	Lowest Score	Median Score
1	2617	47	11	40
2	2469	90	4	61
3	2282	58	1	26
4	2178	10	0	5
5	2134	4	0	2
6	1278	10	0	5
7	1083	20	12	19

Time Score

Test	No. of Scores	Highest Score	Lowest Score	Median Score
1	2594	5	38	14
2	2428	10	90	21
3	2282	15	15	15
4	2155	5	25	14
5	2108	10	33	25
6	1273	2	17	7
7	1083	6	15	15

The Advanced Shorthand Class in the High School

By F. N. Haroun

Clinton Kelly High School of Commerce, Portland, Oregon

(Continued from the November issue)

Checking and Grading Transcripts

OF all the problems connected with the advanced shorthand class, this is probably the most difficult to handle satisfactorily; and in its consideration, several questions immediately arise:

What shall be the standards required in transcribing?

Shall transcripts be checked every day, or less often?

Shall students' checking, from the teacher's reading back, be accepted as a final basis for grading?

Shall a student be graded on all that he does during the transcript period, or only on a single letter?

Or shall he be graded on only the first transcript, ignoring entirely the second transcribing of the notes?

What speed of transcribing shall be required, and what does this speed mean?

How recognize the student who can transcribe a very large number of words in a period, and also the one who transcribes only a very small number of words?

The following plan is the result of years of reading and experimenting; and it has proved to be sound, workable, and both satisfactory and fair to my students and me—and the students' opinion is very important in judging any plan of procedure. Of course, this plan could not be adopted *in toto* by another teacher or school, but because I believe it could be adapted to almost any school situation, I am describing it in considerable detail.

First, as to *standards*—The following have been in effect in our school for several years, and we have seen no reason for changing them:

Everything written during transcript period counts. Maximum of errors allowed, 3 per cent; that is, 3 errors for every 100 words transcribed.

Errors classified as follows:

Typing—those due to the faulty use of the typewriter; counting as $\frac{1}{2}$ errors.

Shorthand—all other errors; thus classified for convenience, as we do not feel justified in making a more elaborate division of errors; it would take too much time.

Misspelled words and words incorrectly divided at the end of the line, count, in my classes, as 2 errors each, and have to be written correctly on the typewriter, outside of transcript period, 10 times each; wrongly divided words with hyphens between all syllables.

Very poor arrangement of letter, or of date, address, or signature, may be penalized as much as 1 per cent.

Variation in punctuation is allowed where there is optional practice; this is particularly true of commas, semicolons, dashes, and paragraphing.

Erasures are required during the last quarter of the term, when they count as $\frac{1}{2}$ errors; but typing errors, of which there are supposed to be none, count as full errors. (In my classes only)

Omissions, during last quarter, if there are 5 or more in one place, are listed separately, and count as $\frac{1}{2}$ errors; less than 5 count as Sh. errors. (In my classes only)

Just a word of explanation regarding some of these errors. I am not yet convinced that there should be no penalty for erasures, as some contend, no matter how neat they may be. An erasure is a corrected error, which takes time; and if students feel that they are to be penalized for it, even though lightly, they will be more careful. During the last quarter of the term, my students are *required* to erase and correct their errors. However, unless they are penalized pretty heavily for not erasing, some of them will let their typing errors stand rather than take the time to erase them; therefore, in this quarter, typing errors count as full errors.

As to omissions, I have a theory which I believe is sound, that when a student misses five or more words in one place, it is probably because the dictation was a little too fast; whereas if he misses less than that, it is likely that he had trouble with an outline and lost out. Of course, five is an arbitrary dividing point, chosen on my own judgment and observation. I have found this allowance for omissions very satisfactory during the last quarter of the semester, when the speed of dictation for transcription varies so much to take care of differing abilities.

As to misspelled and wrongly divided words, there is nothing more aggravating to a business man, careful in his use of language—and this is the employer whom we must have in mind while training our students—than this type of error. These men have dictionaries in their offices, and they expect their

stenographers to use them. I know that some business men consider a misspelled word an evidence of mental laziness, and almost an unpardonable sin. Therefore, such errors should be penalized very severely.

Now, as to the thought back of the choice of 3 per cent as the maximum error limit: All the big shorthand contests have allowed a 5 per cent error maximum; but really only those writers who were within the 99 per cent accuracy limit had much standing. It is supposed, however, that this means that 99 per cent of the words dictated were transcribed in commercially acceptable copy; and this was done by the fully-trained worker. It is hard to believe that an employer would be satisfied with a stenographer who made as high as 5 per cent of error in her work—5 errors for each 100 words transcribed. So, since it is impossible to check the papers of, say, 100 students, frequently on a basis of commercial acceptability, even if we could find out what that is, an attempt was made to compromise between the ideal of no errors—which has yet to be reached in practical work—and what might possibly get by with the poorest offices, and to set a minimum standard that ought to be acceptable to the man who could pay only a low salary, below which no student may fall and yet be considered as passing. As a matter of fact, most students stay close to or above the 2 per cent of error mark, and many rank well above 1 per cent. It was further thought that typing errors, being much more easily corrected than many others, should be penalized less severely.

Plan of Checking

For the actual checking of transcripts, in years past I have tried all kinds of plans; one was to check each day only one of the letters that had been transcribed, chosen at random; another was to check the first copy of each letter. The plan I am now using is as follows:

I read back from the original copy.

Each student checks his own papers, records the results on the grade sheet; then I review the checking and grade the papers.

Work of the entire transcript period is counted.

Students writing large number of words get better grade than do the students writing small number, if they are passing.

This is the best plan I have ever heard of, for several reasons.

In the first place, what is checked should be well checked. This takes a great deal of time, both in and out of class; therefore, I seldom check more than twice a week in any class, though the students never know just when it will be. I find that students are benefited by checking their own papers, for they see their own errors; and they check their own better

than they do someone else's papers, perhaps because they know that I go over the papers myself, and that they will be given extra penalty for errors they miss.

Next, it is not what a stenographer can do on one letter, but what he can do on a whole day's work that tells what he is worth; therefore, everything that the student does in the transcript period is checked, even though he has transcribed the dictation twice.

Third, the stenographer who can turn out 75 letters a day is worth more than the one who can turn out only 50 letters—the size of the letters and the quality of the work being equal. So the student who can transcribe 800 words should have a better grade—more pay—than the student doing the same quality of work who turns out only 600 words. I secure this result by ranking the student's totals of words transcribed from high to low, and dividing into quarters. For the approximate middle half, their actual per cent of error is recorded; the fourth, or low, quarter, get a penalty by having $\frac{1}{2}$ per cent added to their per cent of error; and the first, or high, quarter get a premium by having $\frac{1}{2}$ per cent deducted from their per cent of error, only, however, if their per cent of error is not more than $2\frac{1}{2}$. This is illustrated on the grade sheet. This premium-penalty plan must be evaluated somewhat in the light of the fourth point.

While this plan takes care of the variation in transcribing speed, that subject does need a little attention, for the term "transcribing speed" seems to have a different meaning with different people. When I say that a student transcribes at 25 words a minute, I mean that that is his average speed for 40 minutes or more. Thus, in a 40-minute period he will transcribe 1,000 words—the equivalent of five 200-word letters, including addresses and signatures. As remarked before, it is not the speed which he can attain in transcribing one letter that counts, but his average speed for an hour, or five, or eight hours that tells how good the stenographer is. Exceptional students often run as high as 28 words a minute for the 40-minute period, a total of over 1,100 words.

Fourth, checking and recording transcripts. I read back from the original copy, giving punctuation and any other information needed. Students use a check mark (✓) for typing errors, and a circle for all others, being required to insert a circle for each word omitted. If part of the dictation has been transcribed more than once, any shorthand errors made on all copies need be counted only once; but different shorthand errors and all typing errors must be counted. There is therefore no advantage in rushing to secure a large number of words, at the expense of many errors.

At the bottom of each letter or article, the student puts the total of each kind of error. Next he finds the total words written, the total of each kind of error for the whole day's work, and records them on the grade sheet.

Finding the total words written is not difficult, for when dictating, I always give the index number of the letter, the number of

dent; but it does not take long to find out which ones need to be watched, nor to note which words are likely to be misspelled. All errors I find count as full errors, misspelled words, of course, being two errors.

Grading

As I check the papers, I put in, in red, the total errors—Sh. plus $\frac{1}{2}$ -T. errors. Total errors compared with total words written gives me, by inspection, the total per cent of error for the last column of the grade sheet. That is the only grade a student gets until the end of the quarter. He knows that his

Pupil <u>Nelson Bennett</u>									
Grade <u>4-B</u> TRANSCRIPTION RECORD <u>2</u> Quarter <u>1st</u> Term									
Date	Material	Old Rec.	Total Words	Spelling	Sh.	T.	Sp.	Total	Percent
Nov 6	Article	0	884	65					
6	RD 276-79	71	888	72	9	5		14	2
9	Account								
10	RD 281-3	71	702	74	7	24		31	4
11	RD 284-5	71	573	70					
12	RD 287	71	783	80	6	9		15	2
13	RD 291-2	0	789	75	8	16		24	3
14	RD 292-4	11	871	80					
17	RD 294	0	894	72					
18	SDS 101-1	0	659	75					
19	SDS 107-11	71	761	75	10	14		24	3
20	RD 295	0	745	70					
23	SDS 102-4	0	932	78					
24	SDS 112-16	0	717	70					
25	RD 298-9	71	942	80	6	21		27	3
26	RD 297	0	891	70					
27	SDS 117-21	0	907	75	2	13		15	2
Total 411 RD 112-16 71 1108 80 9 2 26%									

Pupil's Grade Sheet

Showing Method of Recording Quarter's Work

words in the letter, and usually the speed. The number of words given by most dictation books includes from the salutation to the complimentary close; but the student is entitled to credit for all the words he writes; so, to save time in counting, we add for each letter finished, an arbitrary 25 words, which will include the student's name, the date, inside address, signature, and subscription. If a letter is not finished—the last letter written is supposed to be the only unfinished one—these extra words must be counted.

Students are not allowed to use the Errors Total and Percent columns on the grade sheet.

Fifth, arrangement of letters—body, date line, inside address, signature—is checked closely. A bad arrangement of any or all of the letters in a day's work is penalized from 1 error to 1 per cent of error.

Sixth, my own checking and grading of the papers come next. After students have checked their papers, a quick inspection on my part is sufficient for most of them. Once in a while I find a student whose papers need very close checking, and they get it—and so does the stu-

30

TRANSCRIPT ERROR RECORD

NAME _____

Term _____ Quarter, 19__

Grade _____ Period _____

Instructions: Put in red ink that transcription errors are checked. Put your errors on this sheet. Analyze them very carefully. Put in red ink, correct your errors, by showing graphically what they are.

Type of Error	Date and Number of Error
Spelling	
Misspelled letters	
Spelling errors	
Spelling	
Words	
Transcription	
to omitted	
to miswritten	
to misspelled	
to omitted	
Punctuation	
Commas ending	
Commas	
Colons	
Semicolons	
Periods	
Paragraphs	
Grammar	
Arrangement of	
Body & Pre.	
Body & Post.	
Wrong form of words	
Miscellaneous	
None wrong	
Figures wrong	
Figures for words	
Words for figures	
Page arrangement	
Margins	
Signatures	

Transcript Error Record Analyzing Specific Types of Error

work is not passing if he has more than 3 per cent of error. It is much quicker simply to record the per cents than to translate them into letter grades each time; but since some teachers have thought this would be very difficult and complicated, let me illustrate it.

Total words, 747; Sh. errors, 4; T. errors, 7; total errors, 7½. Inspection shows that 1 per cent of error (1 error for every 100 words written) would be 7.47 errors. Since 7½ errors were made, the per cent would be 1.

Another example:

Total words, 690; Sh. errors, 6; T. errors, 13; total, 12½.

One per cent of error would be almost 7; 12½ errors is almost 1¾ times 7, therefore the per cent of error is 1¾. Not, so hard, is it?

I figure to the nearest $\frac{1}{4}$ per cent, for at the end of the quarter I add up these per cents, find the average, translate that into our letter grade, average that with the quarterly test grade, and that is the student's grade for the quarter.

Furthermore, since I will not accept student checking as final, though it does greatly reduce my work, translating this per cent of error into a letter grade takes much of my time, particularly since we use homogeneous grouping; for 1 per cent of error in the "A" class, students who can do accurate work at the higher shorthand speeds, does not mean the same grade as does 1 per cent of error in the "B" class, whose shorthand speed ranges from 10 to 20 words a minute lower, usually with less accuracy. Our grading scale is this:

E,	90-100 per cent
G,	80-89 per cent
F,	70-79 per cent
U,	less than 70 per cent, unsatisfactory or failing

In translating per cent of error to letters, I use the following schedule:

Per cent	"A" class	"B" class
0-1	E+ to E	G to G—
1-2	E to E—	F+ to F
2-3	G+ to G	F to F—

Before ability grouping was extended to Shorthand III and IV, we tried to spread the dictation speeds to take care of the capacities of students, and the grading was as follows: 0-1%, E; 1-2%, G; 2-3%, F; more than that, U. Grading was quite simple, but the results were not nearly so satisfactory as at present, particularly because shorthand is practically a required subject, students being required to choose either the shorthand or the bookkeeping course; consequently students of all degrees of natural ability are found in the classes.

This entire scheme of recording and grading is illustrated on the grade sheet, on page 179, taken from last fall's records.

A very great advantage of this method of keeping the student's record is that it shows everything that has been done during the quarter—all the material transcribed, how many words each day, how his errors of different kinds and his per cent of error compare. It is especially easy to check with the student who is not doing well. This sheet is the whole record of his work in transcript until the end of the quarter, at which time the quarterly grade is transferred to my class

book for permanent record. Grade sheets are not destroyed until after the term closes, so they are always available for reference.

Discount for "Off" Days

Here is another idea that pays big dividends in student satisfaction and composure. When making up the quarterly grade, one or two of the highest error per cents are crossed out, provided there are at least 5, and usually 6, left, beside the test grade. The philosophy back of it is this: If you have ever been a stenographer, you know that once in a while—and surely on the day that the most important work was coming up—you came to the office only to find that everything you did went wrong. You couldn't write three lines without making a mistake; and about all you did all day long was correct errors. If you are close to your students, you know that often they have the feeling that just as sure as they have had a "rotten" day, you will grade their papers; and if they have done exceptionally well, just so surely you will *not* grade. So I hit upon the plan of marking out the one or two "off" days, which really does not represent what they can do at all; and I find that it gives the students a feeling of calmness, of poise, of self-confidence, out of all proportion to its effect upon their grades. And if they have that feeling, their errors decrease. Psychology, pure and simple; but it works!

Transcript Error Record

Another record blank which I used last year in a "B" or slow class is called the Transcript Error Record, already shown. Every day that transcripts were checked, the students were required to tabulate and record their errors according to the analysis shown. Sometimes other types of errors were listed on the blank lines, but the ones indicated are the most common. This record is especially valuable to the student who makes many mistakes; for, after a few checkings, it can be seen what type of error he makes most frequently, and definite, intelligent steps can be taken to correct them.

During the first quarter of the semester, I require every student in my advanced classes to keep this record; then discontinue it with the best students, as it has practically no value to the student who makes few errors.

(To be concluded next month)

Keep Up to the Minute

on modern methods of teaching business subjects. The fourth Year Book of the Eastern Commercial Teachers' Association now on sale, \$2.50, at the Philadelphia office of the Association, 1200 Walnut Street.

CONVENTIONS

Digest of State Meetings

COMMERCIAL EDUCATION ASSOCIATION—Bay Section Technical High School, Oakland, California, Saturday, October 3, 1931.

Round Table Discussions:

Alfred Sorensen, University High School, Oakland,

leader—COUNSELING FOR COMMERCIAL WORK

Caleb Lindquist, Merritt High School, Oakland,

leader—THE TEACHING OF TYPEWRITING

Margaret Montgomery, Mission High School, San Francisco, leader—OFFICE PRACTICE

Laurance Pease, Stockton High School, Stockton, leader—BUSINESS ENGLISH AND COMMERCIAL CORRESPONDENCE

Muriel Ogden, Richmond High School, Richmond, leader—SHORTHAND

Erle B. Ingle, Berkeley High School, Berkeley, leader—FUNDAMENTALS OF BUSINESS

New Officers:

PRESIDENT: *Henry I. Chaim*, High School of Commerce, San Francisco

VICE-PRESIDENT: *Laurance Pease*, Stockton High School, Stockton, California

SECRETARY: *Edith L. Hunt*, Roosevelt High School, Oakland, California

SOUTHERN CALIFORNIA COMMERCIAL TEACHERS ASSOCIATION, Shorthand and Typewriting Round Table, Pasadena, California, October 24, 1931. *Chairman, Prudence McGuire*, Senior High School, San Bernardino.

Speakers:

Pauline Herring, Belmont High School, Los Angeles—RECENT DEVELOPMENTS IN OFFICE PRACTICE; *Edith Black*, Herbert Hoover, High School, San Diego—COOPERATION WITH BUSINESS OFFICES AS A MEANS OF INCREASING THE EFFICIENCY OF STENOGRAPHERS; *Georgia Johnson*, Pasadena Junior College, Pasadena—PSYCHOLOGY APPLIED TO THE TEACHING OF SKILL IN TYPEWRITING.

ILLINOIS STATE TEACHERS ASSOCIATION, Western Division, Galesburg, Illinois, October 9, 1931.

Speakers:

W. W. Lewis, Head of Shorthand Theory Department, Gregg College, Chicago—THE SHORTHAND PROGRAM AND HOW IT SHOULD BE DEVELOPED; *Nathan Deutsch*, High School, Canton, Illinois—round table discussion.

New Officers:

CHAIRMAN: *Rena Reeder*, High School, Macomb, Illinois

SOUTHWESTERN IOWA TEACHERS ASSOCIATION, Council Bluffs, Iowa, October 16, 1931. *President*, Nathalia Hutchison, Thomas Jefferson High School, Council Bluffs; *Secretary*, Lena White, Lincoln High School, Council Bluffs.

Speakers:

James J. Jones, Gregg Publishing Company, Chicago—BASES OF THE JUNIOR COMMERCIAL CURRICULUM; *Lucile Airy*, South High School, Omaha, Nebraska—OFFICE TRAINING—WHY A POPULAR COURSE, paper read by *Mina Hubbell*, South High School, Omaha, Nebraska; *F. E. Walsh*, Dean of Commerce, Creighton University, Omaha, Nebraska—BUSINESS SURVEYS, HOW TO CONDUCT THEM AND THEIR VALUES.

New Officers:

PRESIDENT: *Mrs. D. D. Burgess*, Abraham Lincoln High School, Council Bluffs, Iowa

SECRETARY: *Lucile Winter*, Thomas Jefferson High School, Council Bluffs, Iowa

MICHIGAN EDUCATION ASSOCIATION, District No. 1, Commercial Section, Detroit, October 30, 1931.

Speakers:

Lloyd L. Jones, Gregg Publishing Company, Chicago—WHY AND HOW GENERAL BUSINESS SCIENCE SHOULD BE TAUGHT; *Dr. Traver C. Sutton*, Chairman, Mathematics and Science Departments, Mackenzie High School, Detroit—AN OUTSIDER'S VIEWPOINT OF THE COMMERCIAL DEPARTMENT.

New Officers:

CHAIRMAN: *Ivan Mitchell*, Head of Commercial Department, Western High School, Detroit, Michigan

SECRETARY: *Caroline Hall*, Southwestern High School, Detroit

MICHIGAN EDUCATION ASSOCIATION, District No. 6, Detroit, Michigan, October 17, 1931.

Speakers:

Goldina M. Fisher, Gregg College, Chicago—MOTIVATION IN SHORTHAND UNDER THE NEW PROGRAM; *D. D. Lessenberry*, Department of Commercial Education, University of Pittsburgh, Pittsburgh, Pennsylvania—THE TEACHING OF TYPEWRITING; *Stella Willins*, Underwood Typewriter Company, New York City, brief talk and demonstration.

New Officers:

CHAIRMAN: *Maxine Haynes*, High School, Romeo

SECRETARY: *Mrs. Hazel Schall Murray*, High School, Birmingham

MICHIGAN EDUCATION ASSOCIATION, Commercial Section, Jackson, Michigan, October 23, 1931.

Speakers:

Nelson Van Liere, Eastern High School, Lansing—REPORT ON COMMERCIAL CONTESTS; *John M. Trytten*, School of Education, University of Michigan, Ann Arbor—THE CURRICULUM FOR COMMERCIAL TEACHERS AT THE UNIVERSITY OF MICHIGAN; *John Paul Jones*, Dean, Junior College, Jackson—THE FRONTIER PUSHES OUTWARD.

New Officers:

PRESIDENT: *Earl Younglove*, French Junior High School, Lansing
SECRETARY: *Mrs. Marie Weatherby*, Central High School, Owosso

Date and Place of Next Meeting:

Jackson, Michigan, October, 1932.

MICHIGAN EDUCATION ASSOCIATION, Eighth District, Kalamazoo, Michigan, October 27, 1931.

Speakers:

Goldina M. Fisher, Gregg College, Chicago—THE NEW MOMENTUM IN SHORTHAND TEACHING; *Omar K. Christian*, Lincoln High School, Kalamazoo—SOME DEFINITE PROJECTS CARRIED ON IN MY JUNIOR BUSINESS TRAINING CLASSES; *Gwy H. Ringle*, Head of Commercial Department, High School, Three Rivers—SALESMANSHIP; typewriting demonstration by *Stella Wilkins*, Underwood Typewriter Company, New York City; *C. G. Griffin*, Dean, School of Business Administration, University of Michigan, Ann Arbor—TRENDS IN HIGHER EDUCATION FOR BUSINESS.

New Officers:

CHAIRMAN: *Berenice Dowdle*, High School, Battle Creek
SECRETARY: *Hannah Daken*, Southwestern Junior High School, Battle Creek

MICHIGAN EDUCATION ASSOCIATION, Fifth District, Commercial Section, Petoskey, Michigan, October 2, 1931.

Speakers:

James J. Jones, Gregg Publishing Company, Chicago—DRIFTS IN COMMERCIAL EDUCATION.

New Officers:

CHAIRMAN: *C. B. Bishop*, Sheboygan High School, Sheboygan, Michigan

Date and Place of Next Meeting:

Probably October 7, 1932, Cadillac, Michigan

MICHIGAN EDUCATION ASSOCIATION, Second District, Saginaw, Michigan, October 22, 1931.

Speakers:

George A. Race, Penmanship Supervisor, Board of Education, Bay City, Michigan—THE RELATION OF THE WRITING SUPERVISOR TO THE COMMERCIAL DEPARTMENT; *Grover C. Baker*, Registrar, Ferris Institute, Big Rapids, Wisconsin—WHAT A STENOGRAPHER OUGHT TO BE; *Goldina M. Fisher*, Gregg College, Chicago—NEWER TRENDS IN TYPEWRITING AND SHORTHAND.

New Officers:

CHAIRMAN: *George A. Race*, Penmanship Supervisor, Board of Education, Bay City, Michigan
SECRETARY: *Catherine Riggs*, West Side High School, Saginaw, Michigan

NEW YORK STATE TEACHERS ASSOCIATION, Southeastern District, New York City, October 30, 1931. **Chairman**, William H. Higbie, High School, Huntington, Long Island, New York.

Speakers:

P. N. Heiges, School of Commerce, New York University—METHODS OF TEACHING ECONOMIC GEOGRAPHY; *Wallace B. Bowman*, High School, New Rochelle, New York—AIDS TO TEACHING ADVANCED TYPEWRITING; *Clinton A. Reed*, State Supervisor of Commercial Education, Albany, New York, spoke on the new state syllabus; *Dr. Paul S. Lomax*, Professor of Education, New York University—SUMMING UP THE ADVANTAGES AND DISADVANTAGES OF VARIOUS METHODS OF TEACHING COMMERCIAL SUBJECTS.

New Officers:

CHAIRMAN: *Wallace B. Bowman*, High School, New Rochelle, New York

NORTH DAKOTA EDUCATIONAL ASSOCIATION, Southeastern Division, Commercial Section, Valley City, North Dakota, October 16, 1931. **Chairman**, C. C. Crawford, State Teachers College, Valley City, North Dakota.

Speakers:

Perry J. Singer, Gregg College, Chicago, Illinois—JUNIOR BUSINESS TRAINING; *Gerald R. Shelby*, High School, Loma, North Dakota—SUGGESTED PROGRAM FOR COMMERCE IN LOMA HIGH SCHOOL.

NORTHEASTERN OHIO TEACHERS ASSOCIATION, Cleveland, Ohio, October 30, 1931. **Chairman**, Louis D. Huddleston, John Adams Junior-Senior High School, Cleveland; **Secretary**, Imogene Pilcher, Lincoln High School, Cleveland.

Speakers:

Dr. Roscoe Gilmore Stott, Franklin, Indiana—WHAT DOES COMMERCIAL TRAINING CONTRIBUTE TO CHARACTER; *J. O. Malott*, Specialist in Commercial Education, Bureau of Education, Department of the Interior, Washington, D. C.—LATEST DEVELOPMENTS IN COMMERCIAL EDUCATION.

OKLAHOMA EDUCATION ASSOCIATION, Northeast District, Tulsa, Oklahoma, October 29-31, 1931.

Speakers:

Edwin M. Bonde, Roosevelt Junior High School, Tulsa—GENERAL BUSINESS SCIENCE; *J. U. Massey*, Kansas State Teachers College, Pittsburg, Kansas—WHAT ABOUT THIS COMMERCIAL EDUCATION; Round Table discussion, based on STATE COURSE OF STUDY, led by *Sarah Linihan*, High School, Miami, Oklahoma.

New Officers:

PRESIDENT: *Kate Frank*, High School, Muskogee, Oklahoma
VICE-PRESIDENT: *Myrtle Donaldson*, High School, Wagoner, Oklahoma
SECRETARY-TREASURER: *Mrs. O. L. Gilbertson*, High School, Muskogee, Oklahoma

(Continued on page 200)

Daily Lesson Plans in Gregg Shorthand

By M. E. Zinman, M. A., C. S. R.

Chairman, Shorthand Department, Abraham Lincoln High School, Brooklyn, New York

Roslyn E. Strelsin, B.A., and Elizabeth Friend, B.S. in Commerce

Instructors, Abraham Lincoln High School, Brooklyn, New York

(Continued from the November issue)

Eighteenth Week

Unit 17

FIRST DAY

AIM—To present and drill on the *jent-d*, *pent-d* blends.

REVIEW—Brief Forms. Dictate words and brief forms of Unit 16.

REMEDIAL DRILL—On test given in Unit 16.

PREVIEW LETTER—Based on words and brief forms of Unit 16 and words such as *gentlemen* (introduced for the first time in the reading plate of Unit 16) and *happen*, *open*, *ripen*, *cheapen*, etc. These introductory words have been italicized.

Gentlemen:

In your letter of Monday, April 16, you said that you did not *happen* to know the sum of the²⁰ refund made to your company on February 18. I suggest that you *open* your books for that date and⁴⁰ see just how much it was, so that you may know how much to *cheapen* your goods. It will aid you in your inventory⁸⁰ also.

In any event, the matter is entirely in your hands and, as it stands now, we feel that it requires⁸⁰ no further attention from us.

Yours truly, (88)

PRESENTATION SENTENCES—Based on new words of Unit 17 and review words and brief forms of Unit 16. Point out that the *pent-d* blend is a combination of *p* plus *ent-d* blend, which was studied last week. The *jent* blend is *j* plus *ent-d* with angle rounded.

<i>opened</i>	I shall open the entire case again if you will promise to give it your individual attention after it has been <i>opened</i> .
<i>happened</i>	That reference <i>happened</i> to be made at the same time as my suggestion for increasing the size of the industry tenfold.
<i>spend</i>	I am unable to <i>spend</i> more than my business will yield this winter.
<i>ripened</i>	As the time <i>ripened</i> to close the deal the entire company regretted their hasty actions.
<i>cheapened</i>	He failed to hold the goods and so by overflowing the market he <i>cheapened</i> the price.

carpenter

impending

pageant

gentle

genteel

cogent

legend

The *carpenter* promised to build the fence before the great event in May. The *impending* business crises made buyers careful.

The carpenters were working hard to finish the grandstand before the August *pageant*.

His *gentle* manner won him many friends who helped him in his new position.

Her *genteel* way made us realize that she had had excellent home training.

This *cogent* phrase enabled him to receive a great deal of attention.

This *legend* tells of the very beginning of the brick industry.

ASSIGNMENT—

First column

Page 1—Brief forms and phrases, Units 16-1.

2—Words, Units 16-1.

3—Sentences in class, three times.

4—Letters in class, three times.

Second column

Unit 17, through *deliver*, seven times.

Par. 141, through *impending*, seven times.

SUMMARY—(1) Sentences. Based on presented words and review words and brief forms of Unit 15.

When I *opened* the door, I *happened* to see that the lumber men had resumed their work.

Before the *impending pageant* the *carpenter cheapened* the rate of the lumber as a good business policy. I shall *spend* one dollar for these peaches later in the summer when they have *ripened*.

Judge Crown, a very fine *gentleman*, has *opened* the case of the Browns again.

I assume that the *carpenter* will *spend* no more than is necessary for that lumber.

(2) Letter. Based on presented words and review words and brief forms of Unit 14.

Gentlemen:

The *carpenter* will have the stage fixed before the *pageant*. It had been broken during a riot prior²⁰ to the first of June. I think that you should be willing to *spend* the sum he asks for his labor. He is doing⁴⁰ his work well, and is making it possible for us to have our *pageant* which has become a *legend* to all of⁸⁰ us.

Yours truly, (63)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 77, sentences 1-9. (2) Wilson's "Progressive Dic-

tation," pages 48-49, Pars. 154, 156. (3) Markett's "Word and Sentence Drills," page 109, sentences 6, 7, 16 and page 10, letter 4.

SECOND DAY

AIM—To present and drill on the use of the *def-v-tive*, blend.

REVIEW—Brief Forms. Dictate brief forms of Unit 16 and those of Unit 17 assigned for today.

PREVIEW LETTER—Based on review words and brief forms of Unit 17.

Gentlemen:

The agent will move to spend a great deal of money on the impending pageant. He credits it with²⁰ much spirit and beauty of a *different* nature.

This pageant will cost you approximately ten dollars a piece.⁴⁰ We have cheapened the rates this year so that the legends of our country could be enjoyed by all. We hope that you⁶⁰ will be able to come.

Yours truly, (66)

PRESENTATION SENTENCES—Note that in writing the *dev-tive* blend the angle is rounded. In order to differentiate between the *jent-pent* blend and the *def-tive* blend, point out that the first consonant in the blend determines its direction. The class has had the brief form *different*, which has also been used in the Preview Letter. Point out that the upward stroke *d* determines its direction, while in *gentlemen* the downward stroke *j* determines its direction.

These sentences employ the review words of yesterday's lesson besides the new ones of today's.

<i>defeat</i>	The agent credited the difference in his actions to the <i>defeat</i> of his plans.
<i>defense</i>	His <i>defense</i> was that he said he would spend approximately that sum.
<i>deficit</i>	It happened that the <i>deficit</i> could be met by the delivery department.
<i>divided</i>	They <i>divided</i> the profits made on the thoroughly ripened peaches.
<i>device</i>	It appears that the carpenter will spend his own money on this <i>device</i> .
<i>devoted</i>	He <i>devoted</i> an entire chapter to the beauty and spirit of the place.
<i>division</i>	The head of this <i>division</i> devoted his life to having this line opened here.
<i>endeavor</i>	The carpenter will <i>endeavor</i> to move this wood before the pageant.
<i>positive</i>	The agent was <i>positive</i> that the credit memo had been sent.
<i>motive</i>	His <i>motive</i> in moving was different from mine.
<i>captive</i>	His work held him a <i>captive</i> but he appeared not to mind it.
<i>creative</i>	This man is doing more <i>creative</i> work than any other in this division.
<i>sensitive</i>	An <i>oversensitive</i> man has no business being in this line of work.
<i>native</i>	This <i>native</i> is approximately 50 years old.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 16-1	Unit 17, seven times.

- 2—Words, Units 16-1
3—Letters in class, twice.
4—Sentences in class, three times.

Par. 141, seven times.

Speed Studies, Par. 104, seven times.

SUMMARY—(1) Sentences based on presented words and review words and brief forms of Unit 13.

Why not appoint a man and give him the power to inquire into the *deficit* in this *division*?

I shall *endeavor* to find out why this *native* is so *devoted* to improving this *device*.

His *defense* for his *defeat* was that there was no *positive motive* behind the fight.

We shall *endeavor* to have the profits *divided* by next Friday.

The agent for this *division* was asked to explain the poor delivery service his branch was giving.

(2) Letter based on presented words and review words and brief forms of Unit 12.

Gentlemen:

We had the impression that, if there was a profit or a *deficit*, it would be *divided*. In²⁰ your last letter you infer that one person should bear the expense and, when there is a profit, all should share in it.⁴⁰

Upon examination you will see that we cannot sanction any such thing. We will *defend* the plan we made⁶⁰ last year, and shall *positively* stick to it until the end. We regret that your *motive* was such as to make this⁸⁰ letter necessary.

Yours truly, (86)

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 78, Pars. 10-14. (2) Wilson's "Progressive Dictation," page 47, Pars. 152, 153. (3) Markett's "Word and Sentence Drills," page 108, sentences 1-5.

THIRD DAY

AIM—To review the special business salutations and complimentary closings of a letter.

REVIEW—(1) Brief Forms. Dictate brief forms of Units 16 and 17.

(2) Letter. Based on Unit 17.

Gentlemen:

I should like a definite answer tomorrow as to the amount I should spend in defending your²⁰ new device before the Railway Division. You are not mistaken in our influence over them. In every⁴⁰ instance they have given our devices careful attention and consideration.

I shall expect your⁶⁰ information in the morning.
Yours very truly, (69)

PRESENTATION SENTENCES—Based on Par. 142, special business phrases, and review of Unit 17.

Gentlemen

Dear Mr.

Messrs.

Yours sincerely,
Sincerely yours,

The word *Gentlemen* appears at the beginning of a letter. *Dear Mr.* is used with a definite name in place of dear sir.

Messrs. together with a definite name is used in the inside address and connotes more than one person.

Yours sincerely is used as a closing phrase, as is *Sincerely yours*.

*Very sincerely,
Yours very sincerely,
Yours sincerely,
Sincerely yours,*

*Respectfully yours,
Yours respectfully,
Very respectfully,*

*Cordially yours,
Yours cordially,*

*Very sincerely, yours very
sincerely, yours sincerely,
and sincerely yours* are used
as closing phrases when
writing to a person of equal
rank.

*Respectfully yours, yours re-
spectfully, very respectfully,*
are excellent closing phrases
to use when applying for a
position by mail.

*Cordially yours, yours cor-
dially,* are usually used
when there has been some
personal contact between the
writers, although it may be
employed as a friendly
gesture.

ASSIGNMENT—

First column	Second column
Page 1—Brief forms and phrases, Units 16-1.	Unit 17, seven times.
2—Words, Units 16-1.	Par. 141, three times;
3—Sentences in class, three times.	Par. 142, seven times.
4—Letters in class, twice.	Par. 144, twice. Be pre- pared to read it at 80 words a minute.

SUMMARY—Letter. See "Supplementary Dictation."

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 78, 79, 80, letters 4, 5, 6, 7, 8, 9, 12. (2) Wilson's "Progressive Dictation," page 48, Par. 155.

FOURTH DAY

AIM—(1) To test the knowledge of brief forms of Units 17 and 16. (2) To furnish additional dictation material. (3) To develop transcription ability.

REVIEW—Have the class read back page 4 of their homework. This is Par. 144, and should be read fluently. It should then be dictated several times and read back each time.

TEST MATERIAL—(1) Dictate 30 brief forms and phrases from Unit 17 (at 20 words a minute); 10 brief forms and phrases from Unit 16 (at 20 words per minute). (2) Dictate at 25 words a minute sentences 1-5, page 105, from Markett's "Word and Sentence Drills."

NOTE—If the teacher desires she may substitute for the test suggested below Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Unit 17.

(3)—Dictate 25 words and 15 brief forms from Unit 17, and letter 13, page 80 from Bisbee's "Dictation for Beginners" (at 25 words a minute).

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 78, sentences 1, 2, 3. (2) Markett's "Word and Sentence Drills," page 107, sentences 6-25.

(3) Wilson's "Progressive Dictation," page 49, Par. 158.

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms and phrases, Units 16-1.	Para. 143, 142, five times.
2—Words, Units 16-1.	Par. 141, five times.
3 and 4—Dictation Material, three times each.	

FIFTH DAY

AIM—(1) To test the knowledge of Units 17 and 16. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Brief Forms. Dictate brief forms of Units 16 and 17.

TEST MATERIAL—(1) Dictate 25 words from Unit 17; 15 words from Unit 16 (at 20 words a minute). (2) Dictate at 25 words a minute from Bisbee's "Dictation for Beginners," page 80, letter 13.

NOTE—If Rollinson Test was used yesterday this time should be devoted to remedial work.

If Test 3 was given on Thursday, use this part of the period for remedial instruction on words written incorrectly.

ASSIGNMENT—

Page 1—Brief forms and phrases, Units 17-1, twice.
2—Words, Units 17-1, once.
3—Letters in class, twice.
4—Par. 144, three times.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 79, Pars. 10, 11. (2) Markett's "Word and Sentence Drills," pages 109, 110, first three letters. (3) Wilson's "Progressive Dictation," page 49, Par. 157.

Nineteenth Week

Unit 18

FIRST DAY

AIM—To teach the omission of the vowel in the syllables *be*, *de*, and *re*.

REMEDIAL DRILL—Dictate words of Friday's test that most pupils found difficulty with.

PREVIEW LETTER—

Dear Mr. Carpenter:

This is in *reference* to the letter we *received* from you this morning. We *regret* very²⁰ much the mistake made by our agent, Mr. Devine, in regard to the time of *delivery* of your order.⁴⁰ We must say, to his credit, that this is the first instance of such an error on his part.

The goods will *be sent*⁶⁰ out today and will probably reach you tomorrow.

Very truly yours, (73)

NOTE—This letter is called a preview letter because in addition to review words it contains words that serve as a preparation for the day's presentation.

Drill for a few moments on the italicized words.

PRESENTATION SENTENCES—Call attention to the fact that the vowel is omitted in the syllables *be*, *de*, and *re*.

- below* At this sale we are offering goods of an excellent quality *below* cost.
besides Who, *besides* Mr. Carpenter, is responsible for making this rule?
delay We are positive that there will be no further *delay* in the delivery of your order.

NOTE—The words *decision* and *decide* are written with the right-*s*. See Par. 51, page 26, in Manual. This rule also applies to word *resign*.

- decision* He appears to be mistaken in his *decision*.
depend Your promotion *depends* altogether on the quality of your work.

NOTE—The vowel is retained when *de* precedes *k* or *g*, as in *decey*, *degrade*.

- degrade* There is nothing *degrading* about working.

NOTE—The vowel is omitted in the prefix *re* only before a downstroke.

- repairs* We shall defer the matter of *repairs* until the next meeting.
reason We have *reason* to believe that the agent's motive was to defraud the company.
resign What are your reasons for *resigning*?
reception We shall endeavor to minimize the expenses of the *reception*.
replaced The ice box is being rapidly *replaced* by the refrigerator.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 17-9, once.	Par. 150, first 2 columns, seven times.
2—Words, Units 17 and 16, once.	Par. 145, words containing <i>be</i> , <i>de</i> , and <i>re</i> , seven times.
3—Sentences: in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

If, for any *reason*, you cannot come to the *reception*, please let us know.

We *depend* on you to make definite *decisions* in important matters.

I shall hold you responsible for any *delay* in the delivery of the goods.

Mr. Carpenter gave no *reason* for *resigning*.

I shall endeavor to get another man to *replace* Mr. Carpenter.

(2) Letter.

Dear Mr. Devine:

We are sorry to hear that Mr. Carpenter is *resigning*. Can't you influence him to²⁰ *change* his decision? We are *depending* on you to do your utmost.

Mr. Carpenter is an excellent man⁴⁰ and cannot be *replaced*, and we have *reason* to believe that you could induce him to stay.

Cordially yours, (55)

SECOND DAY

AIM—To teach the omission of the vowel in the syllables *dis* and *mis*.

REVIEW—Dictate brief forms of Unit 17, and brief forms and words of Unit 18 assigned thus far.

PREVIEW LETTER—

Gentlemen:

This is not the first time that there has been a *mistake* in the time of delivery of our goods. This²⁰ *delay* has happened on *previous* occasions. If, for any *reason*, you cannot fill our orders more promptly,⁴⁰ we shall have to place them elsewhere. This is our final *decision*.

Very truly yours, (55)

PRESENTATION SENTENCES—Note that the vowel is omitted in the syllables *dis* and *mis*.

- discover* We *discovered* the same mistake on a previous occasion.
dispel I would like to *dispel* all doubt in regard to the value of insurance.
dispatch I am depending on you to send out the *dispatch* without delay.
display Your window *displays* are a great improvement over what they used to be.
dislike Although I *dislike* going to receptions, I presume there will be no way out of the difficulty.
disgrace I think your records are a *disgrace* and should be revised.
dismiss The case against the advertising company was *dismissed*.
misaid This is not the first time that you have *misaid* an important dispatch.
mishap The preliminary review was made without any *mishap*.
misery His bankruptcy, though involuntary, caused him great *misery*.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 17-9, once.	Par. 150, seven times.
2—Words, Units 17 and 15, once.	Par. 145, words containing syllables <i>be</i> , <i>de</i> , and <i>re</i> , three times; words containing syllables <i>dis</i> and <i>mis</i> , seven times.
3—Sentences in class, three times.	
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

I *dislike* the window *display* and should like to offer some *suggestions*.

When did you *discover* that you had *misaid* the receipt?

The *dispatch* was dated Monday, January 10.

The classes will be *dismissed* promptly.

We hope that your family will spend the winter without further *mishap*.

(2) Letter.

Gentlemen:

On opening our mail this morning, we discovered a *dispatch* from you requesting us to *display*²⁰ our finest cars at the Auto Exhibition scheduled for tomorrow.

In order to *dispel* all doubt of a⁴⁰ chance of our *mislaying* this dispatch, we take this opportunity to assure you that we will endeavor to⁶⁰ choose automobiles of the best quality and style.

Very truly yours, (73)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Pars. 20 and 21, pages 81 and 82.

NOTE—To provide for continuous review the preview letter contains review words of Monday's presentation; the

presentation sentences contain review words of Monday's presentation, plus brief forms assigned for today, and the summary sentences and letter contain review words of Unit 16.

THIRD DAY

AIM—(1) To teach the method of expressing *had* when it follows a pronoun. (2) To teach the method of expressing the phrases *was-not* and *is-not*.

REVIEW—Dictate brief forms of Units 17 and 18, and words of Unit 18 assigned thus far.

PREVIEW LETTER—

Dear Mr. Jones:

I would like to know the price of some of your merchandise, but seem somehow to have mislaid your²⁰ catalogue. I am referring to the one recently revised.

Will you kindly send me another catalogue?

Very⁴⁰ truly yours, (44)

PRESENTATION SENTENCES—After presenting the following sentences, dictate for comparison *I would, I had; they would, they had; we would, we had*; etc.

<i>I had</i>	<i>I had</i> occasion to send a similar dispatch a week ago.
<i>he had</i>	Mr. Carpenter said <i>he had</i> already sent the dispatch.
<i>they had</i>	When it was discovered <i>they had</i> mislaid the evidence, the case was deferred.
<i>we had</i>	<i>We had</i> to confess that we did not like the display.
<i>you had</i>	Would you replace the loss if <i>you had</i> the chance?
<i>it was not</i>	<i>It was not</i> discovered until a later date that the agent was trying to defraud the company.
<i>he was not</i>	<i>He was not</i> aware that <i>he had</i> already been dismissed.
<i>there was not</i>	As the papers were under lock and key, <i>there was not</i> any chance of their being mislaid or stolen.
<i>it is not</i>	<i>It is not</i> at all what I consider a good display.
<i>there isn't</i>	<i>There isn't</i> any reason why you should not come to the reception.

NOTE.—If the contractions *wasn't, isn't*, etc. need to be positively indicated, the apostrophe is placed above the forms.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 17-9, once.	Par. 150, seven times.
2—Words, Units 17 and 14, once.	Par. 145, three times.
3—Sentences in class, three times.	Par. 148 and 149, seven times.
4—Letters in class, three times.	

SUMMARY—(1) Sentences.

He had a serious problem to work out, but his plan met with unexpected success.

I had an uncomfortable feeling that I was betraying his confidence.

I had an unaccountable feeling that *I was not* in line for promotion.

The Judge said that *we had* an excellent display in our window.

He said that *it was not* proper for us to revise the plans without his permission.

(2) Letter.

Gentlemen:

We regret to inform you that *we had* to stop shipment of your order because we did not hear from²⁰ your references. *It is not* that we have anything against selling your house, but we feel that *it isn't* fair⁴⁰ to the shareholders in this organization, to sell a company of whose credit we are entirely⁶⁰ uninformed.

Very truly yours, (65)

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," Pars. 163 and 164, pages 51 and 52.

NOTE.—To provide for continuous review the preview letter contains review words of yesterday's presentation, and the presentation sentences contain review words of yesterday's presentation plus brief forms assigned for this week. The summary letter and sentences contain review words of Unit 15.

FOURTH DAY

AIM—To test knowledge of brief forms of Units 17 and 18. To give dictation practice. To develop transcription ability.

TEST MATERIAL—(1) Brief forms—forty brief forms and phrases of Units 17 and 18. (2) Letter—Par. 23, page 85, Bisbee's "Dictation for Beginners," to be marked for transcription and spelling.

—or—
Rollinson's "Diagnostic Testing and Remedial Teaching of Gregg Shorthand," Test on Unit 18.

—or—
Twenty-five words and 15 brief forms, followed by 10 sentences containing words and brief forms.

(3) Dictation. Dictate Pars. 22 and 24, page 85, Bisbee's "Dictation for Beginners," for oral transcription.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 17-9, once.	Par. 150, seven times.
2—Words, Units 17 and 13, once.	Pars. 145-149, five times.
3—Reading and Dictation Practice—page 82 of the Manual. Be prepared to read at 120 words per minute in class. Write shorthand outlines twice.	
4—Writing Practice, page 99 of "Speed Studies." Write in shorthand once.	

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," page 85.

FIFTH DAY

AIM—(1) To test knowledge of Units 17 and 18. (2) To give dictation practice. (3) To develop transcription ability.

READING PRACTICE—Read plate on page 82 assigned for today.

TEST MATERIAL—(1) Ten brief forms and 30 words from Units 17 and 18. (2) Letter—Par. 159, page 50, Wilson's "Progres-

sive Dictation," to be marked for transcription and spelling.

NOTE.—If Rollinson's test was used yesterday, the teacher should use this part of the period for drill on words written incorrectly (remedial teaching).

—or—
If the brief form word and sentence test was given yesterday, part of this period should be used for drill on words written incorrectly (remedial teaching).

(3) Dictation. Dictate for oral transcription Pars. 161-162, page 51, Wilson's "Progressive Dictation."

ASSIGNMENT—

- Page 1—Write review brief forms, Units 18 through 10, once.
2—Write words, Units 18 through 11, once.
3—Write the Writing Practice, page 83 of the Manual, once.
4—Read first ten sentences, page 90, Speed Studies.

SUPPLEMENTARY DICTATION—Wilson's "Progressive Dictation," page 51.

Twentieth Week

Unit 19

FIRST DAY

AIM—To present and drill on the use of the *ten* and *den* blends.

REVIEW—Brief Forms. Dictate brief forms of Units 17 and 18.

PREVIEW LETTER—Based on Unit 18, *ent* blend, and brief form *between*.

Dear Mr. Lyon:

Our record shows a discrepancy *between* the quantity of merchandise you had occasion²⁰ to use from our house last year and that of previous years. Since we depend on your good will we are determined⁴⁰ to discover the reason for this difference. Will you not let us know?

We are enclosing under separate⁶⁰ cover a catalogue of a sale that goes into effect tomorrow. Any purchase you may make *between* the⁸⁰ 18th and 30th will be given a special rate.

Very sincerely yours, (94)

PRESENTATION SENTENCES—Call attention to *ten* used in *between*. Carry it further to *ten* in *written* to the first sentence.

<i>written</i>	He said that he had <i>written</i> to the newspaper.
<i>extension</i>	He mentioned the time <i>extension</i> they had allowed him in their last dispatch.
<i>sentence</i>	These <i>sentences</i> are made up of business phrases.
<i>continued</i>	It is with great difficulty that he will <i>continue</i> his study.
<i>contain</i>	I had to review the dispatch to determine just what it did <i>contain</i> .
<i>tonight</i>	Mr. Brown will speak at the reception <i>tonight</i> on "Improved Insurance."
<i>detain</i>	I shall <i>detain</i> him until he has found the hundred books he has mislaid.
<i>tenant</i>	The <i>tenant</i> resigned his rights in the lease.
<i>sudden</i>	This <i>sudden</i> decision made me realize my lack of sufficient knowledge of the case.

<i>evidence</i>	This is sufficient <i>evidence</i> that he had no acquaintance with the dismissed man.
<i>deny</i>	He will <i>deny</i> that he was not there on every occasion.
<i>denote</i>	You failed to <i>denote</i> the quantity of merchandise you wished.

ASSIGNMENT—

- Page 1—Brief forms, Unit 18, once.
2—Words, Units 18-1, once.
3—Par. 154, through *retain*, seven times.
4—Sentences in class, three times.
5—Letters in class, three times.

SUMMARY—(1) Sentences. Based on presented words and review words and brief forms of Unit 17.

I have *written* to get an *extension* of time in the impending trial because of *evidence* that has *suddenly* presented itself.

The carpenter insisted that the judge *detain* the *tenant* because he was trying to defraud him of his rent.

Do you *deny* that the railway is responsible for the delivery of the goods *tonight*?

The credit did not *contain* a list of all merchandise returned.

The judge will give him an *extension* of *sentence* until he can determine his motive in defrauding the railway.

(2) Letter. Based on new words and review brief forms and words of Unit 16.

Dear Mr. Leslie:

We are in receipt of your letter of November 18th in which you ask for an *extension*²⁰ of time in paying your rent. We are sorry, but we are obliged to ask you as our *tenant* to *continue*⁴⁰ to pay your rent on the date due.

We are unable to determine which is the clause in the lease *containing* such an⁶⁰ allowance, to which you refer in that letter. Your payment of rent on the first of every month thus far is⁸⁰ *evidence* that you acknowledged and accepted the terms of the lease as they are.

We hope that you will oblige us with¹⁰⁰ a check in full payment at your earliest convenience.

Sincerely yours, (113)

NOTE.—At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," page 88, sentences 1, 3, 5, 6, 7, 8, 11, and 13. (2) Wilson's "Progressive Dictation," page 54, Par. 167.

SECOND DAY

AIM—To present and drill on the use of the *dem*, *tem* blends.

REVIEW—Brief Forms. Dictate brief forms of Units 16 and 17.

PREVIEW LETTER—Based on words of Unit 19 presented yesterday, review words and brief forms of Unit 18, and introductory words which are italicized.

Dear Mr. Dennis:

It is my intention to give you written notice that *tomorrow* is the last day for your²⁰ *time* extension on your insurance policy. If your premium continues to

remain unpaid after that time⁴⁰ your policy will lapse and you will be deprived of the benefits of it.

We look forward with pleasure to⁶⁰ your check in tomorrow's mail and to continuing our business acquaintance.

Sincerely yours, (76)

PRESENTATION SENTENCES—Based on review words and brief forms of Units 18 and 19 and new words employing the *ten-dem* blends.

<i>item</i>	Our records show that this <i>item</i> was advertised in your newspaper.
<i>attempt</i>	I shall make no <i>attempt</i> to continue the advertisement.
<i>bottom</i>	It is difficult to determine just when the <i>bottom</i> of the stock market is reached.
<i>victim</i>	This <i>victim</i> of the market crash has resigned himself to his bad luck.
<i>estimate</i>	He denies that the correct <i>estimate</i> of his loss is now several hundred thousand dollars.
<i>random</i>	This is an attempt at <i>random</i> to broaden our selling field.
<i>wisdom</i>	I question the <i>wisdom</i> of his purchasing such a quantity of such poor merchandise.
<i>freedom</i>	He was not asking for <i>freedom</i> from work but from overwork.
<i>medium</i>	The clearing house is the bank <i>medium</i> for exchanging checks.
<i>seldom</i>	This catalogue is issued so <i>seldom</i> that it is of no reasonable value.
<i>condemn</i>	I <i>condemn</i> his method of buying and continuing a business that is already threatened with failure.

NOTE—Call attention to Par. 155 by presenting words in it. Also Par. 114, "Speed Studies."

Par. 156 may best be presented by dictating and drilling on Par. 116, "Speed Studies."

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms, Units 18-1, once.	Second half, seven times.
2—Words, Units 18-1, once.	Par. 113, 114, Speed Studies, twice.
3—Par. 154 through <i>retain</i> , three times.	Par. 115, 116, Speed Studies, twice.
4—Sentences in class, twice.	
5—Letters in class, twice.	

SUMMARY—Sentences. Based on presented words and review words and brief forms of Unit 15.

I assume that your *estimate* of the *victim's* loss is based on an examination of the *items* involved.

I doubt the *wisdom* of *attempting* to crush that element out of the business.

Perhaps the *medium* course is the most sensible though most *seldom* used.

I regret that because of his *random* *attempts* his success is impossible.

I *condemn* the man for his display of bad *temper* since it hinders his business.

(2) Letter. Based on presented words and review words and brief forms of Unit 14.

Dear Mr. Miner:

I am *attempting* to give you at *random* an *estimate* of the *damage* done in the riot²⁰ for which your group of people was responsible. I am genuinely surprised

that you should create such a⁴⁰ scene and heartily *condemn* you for it.

The various *victims'* names are listed together with their items of⁶⁰ expense incurred because of your lack of *wisdom*.

I think you should be punished for your *freedom* of action at this⁸⁰ time.

Yours truly, (83)

NOTE—At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 88 and 89, sentences 2, 4, 9, 10, 12, 14, 15. (2) Wilson's "Progressive Dictation," pages 54 and 55, Par. 166. (3) Markett's "Word and Sentence Drills," page 130, sentences 1-5.

THIRD DAY

AIM—To present and drill on the use of phrases made possible by blending principle.

REVIEW—Brief Forms. Dictate brief forms of Units 13 and 14.

REVIEW LETTER. Based on *ten-dem*, *tem-dem* blends and review words and brief forms of Unit 18.

Dear Mr. Tyler:

Our records show that you are considering going into the button business again.

We²⁰ specialize in drawing up leases for manufacturers, and we feel that we can obtain rates for you that will⁴⁰ make you more satisfied with our service. We shall be glad to show you what we can attain for you in that direction.⁶⁰ Do not delay in getting in touch with us, and letting us show you what reasonable estimates we can⁸⁰ obtain for you.

Sincerely yours, (86)

PRESENTATION SENTENCES—Based on new phrases and review words of Unit 19.

<i>to me</i>	It seems <i>to me</i> that it is his intention to deny the extension of time on that note.
<i>to make</i>	It is difficult <i>to make</i> me believe in the wisdom of such a course of action.
<i>at once</i>	I suggest that you retain him as your counselor <i>at once</i> .
<i>at any time</i>	I shall be glad to send you a written report <i>at any time</i> .
<i>it may be</i>	<i>It may be</i> a long time until the cotton market regains its original price level.
<i>in due time</i>	If we maintain an even temper, even that price may be attained <i>in due time</i> .
<i>what to do</i>	It is seldom easy to determine <i>what to do</i> in a business crisis.
<i>to draw</i>	I shall ask the man <i>to draw</i> a new note containing these items in it.
<i>I do not see</i>	<i>I do not see</i> how this bulletin can change the price of cotton.
<i>we do not believe</i>	<i>We do not believe</i> that his random attempts will net him anything.
<i>you do not know</i>	<i>You do not know</i> the danger in such a continued decline of prices.

I don't Because he said "I don't care" it does not mean that he will take no action in the case.

we don't *We don't* wish to buy this timber until the rate is lowered.

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms, Units 19-1, once.	Pars. 157, 158, 159, seven times.
2—Words review, Units 18-1, once.	Par. 160, twice. Be prepared to do it in class fluently.
3—Par. 154, three times.	
4—Letters in class, once.	
5—Sentences in class, three times.	

SUMMARY—(1) Sentences. Based on presented phrases and review words and brief forms of Unit 13.

It seems to *me* that in order to *make* this powerful light it will be necessary to *make* the final design *at once*.

It *may be* that this company will require a thousand tires *at any time* and we must be prepared for them.

I *do not see* how you can expect to *know what to do* when you *don't* try to find out what it is all about. You *do not know* but that in *due time* this pipe company will require your aid.

We do not believe that it is possible to *make* these toys of the same design.

(2) Letter. Based on presented words and review words and brief forms of Unit 12.

Dear Mr. Ellis:

We do not believe that you can get the sanction of the Savings' Bank to *make* this loan possible.²⁰ Nevertheless, if *at any time* you do, we shall be glad indeed to *draw up* the note for you.

It *may be*⁴⁰ that the bank upon examining your books will be persuaded by your long experience to *make* the loan. *We*⁶⁰ sincerely hope so.

Very truly yours, (67)

NOTE.—At least 15 minutes of every period should be devoted to dictation and reading of notes.

SUPPLEMENTARY DICTATION—(1) Bisbee's "Dictation for Beginners," pages 88 and 89, sentences 1-10. (2) Wilson's "Progressive Dictation," page 55, Par. 170. (3) Markett's "Word and Sentence Drills," page 131, sentences 6-10.

FOURTH DAY

AIM—(1) To review Unit 19 through Supplementary Dictation. (2) To read and study the reading plate, Par. 160.

[Editor's Note: A slight curtailment in the length of these "Daily Lesson Plans" has been made by the omission of the authors' lists of *Supplementary Words*. Teachers will find similar lists in Markett's "Words and Sentence Drills."]

REVIEW—(1) Brief Forms. Dictate brief forms of Units 11 and 12. (2) Reading Plate: Par. 160 should be read easily and fluently by several, from students' notes. (3) Dictation. Dictate Par. 117 of "Speed Studies" for fluency in phrase writing.

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 54, Par. 168. (2) Bisbee's "Dictation for Beginners," page 89, Pars. 16, 17, 18, and 19. (3) Markett's "Word and Sentence Drills," page 131, Letter.

NOTE.—At the teacher's discretion Rollinson's Diagnostic Test for Unit 19 may be inserted here in place of the review dictation.

ASSIGNMENT—

First Column	Second Column
Page 1—Brief forms, Units 18-1, once.	4—Speed Studies, Pars. 113, 114, 115, 116, 117, five times.
2—Words, Units 18-1, once.	5—Review Dictation or Reading Plate, twice.
3—Pars. 154, 157, 158, 159, three times each.	

FIFTH DAY

AIM—(1) To test the knowledge of Unit 19. (2) To furnish additional dictation practice. (3) To develop transcription ability.

REVIEW—Brief Forms. (1) Dictate 30 words and phrases from Unit 19, 10 words and brief forms from Unit 18. (2) Dictate at 26 words a minute and mark 3 per cent off for incorrect transcription or spelling.

NOTE.—If Rollinson Test was used yesterday this time may be devoted to remedial work based on its results.

ASSIGNMENT—

- Page 1—Brief forms, Units 18-1, once.
 2—Words and phrases, Units 19-1, once.
 3—Speed Studies, Pars. 113, 114, 115, 116, and 117, twice.
 4—Par. 160, twice.
 5—Letters dictated in class, twice.

SUPPLEMENTARY DICTATION—(1) Wilson's "Progressive Dictation," page 55, Par. 169. (2) Bisbee's "Dictation for Beginners," page 90, Pars. 11, 12, and 13.

(To be continued next month)

You Have Until January 31

How are you progressing in your practice on the Medal Test Copy? We are looking for specimens from each of you who is not already wearing the Gold Medal! You saw the announcement of the Test, of course, in our November number. Get busy practicing!

DICTATION MATERIAL

to Shorthand Plates in *The GREGG WRITER*

This material is counted at a uniform syllable intensity of 1.40. That is, 1.40 syllables are understood to constitute one word. Each section of 20 "words" actually consists of 28 syllables.

How I Killed A Bear

From "A-Hunting of the Deer, and Other Essays"

By Charles Dudley Warner

Reprinted in shorthand from *Riverside Literature Series No. 37*, by permission of Houghton Mifflin Company, publishers

So many conflicting accounts have appeared about my casual encounter with an Adirondack bear last²⁰ summer, that in justice to the public, to myself, and to the bear, it is necessary to make a plain statement⁴⁰ of the facts. Besides, it is so seldom I have occasion to kill a bear, that the celebration of the⁶⁰ exploit may be excused.

The encounter was unpremeditated on both sides. I was not hunting for a bear,⁸⁰ and I have no reason to suppose that a bear was looking for me. The fact is that we were both out blackberrying,¹⁰⁰ and met by chance—the usual way. There is among the Adirondack visitors always a great deal of¹²⁰ conversation about bears—a general expression of the wish to see one in the woods, and much speculation¹⁴⁰ as to how a person would act if he or she chanced to meet one. But bears are scarce and timid, and appear only¹⁶⁰ to a favored few.

It was a warm day in August, just the sort of day when an adventure of any kind¹⁸⁰ seemed impossible. But it occurred to the housekeepers at our cottage—there were four of them—to send me to the²⁰⁰ clearing on the mountain back of the house, to pick blackberries. It was rather a series of small clearings, running²²⁰ up into the forest, much overgrown with bushes and briars, and not unromantic. Cows pastured there, penetrating²⁴⁰ through the leafy passages from one opening to another, and browsing among the bushes. I was²⁶⁰ kindly furnished with a six-quart pail, and told not to be gone long.

Not from any predatory instinct, but to²⁸⁰ save appearances, I took a gun. It adds to the manly aspect of a person with a tin pail if he³⁰⁰ also carries a gun. It was possible I might start up a partridge; though how I was to hit him, if he started³²⁰ up instead of standing still, puzzled me. Many people use a shotgun for partridges. I prefer the rifle:³⁴⁰ it makes a clean job of death, and does not prematurely stuff the bird with globules of lead. The rifle was a Sharp's,³⁶⁰ carrying a ball cartridge (ten to the pound)—an excellent weapon belonging to a friend of mine, who had³⁸⁰ intended, for a good many

years back, to kill a deer with it. He could hit a tree with it—if the wind did not blow,⁴⁰⁰ and the atmosphere was just right, and the tree was not too far off—nearly every time. Of course, the tree must have some⁴²⁰ size. Needless to say that I was at that time no sportsman. Years ago I killed a robin under the most⁴⁴⁰ humiliating circumstances. The bird was in a low cherry tree. I loaded a big shotgun pretty full, crept up⁴⁶⁰ under the tree, rested the gun on the fence, with the muzzle more than ten feet from the bird, shut both eyes, and pulled the⁴⁸⁰ trigger. When I got up to see what had happened, the robin was scattered about under the tree in more than a⁵⁰⁰ thousand pieces, no one of which was big enough to enable a naturalist to decide from it to what⁵²⁰ species it belonged. This disgusted me with the life of a sportsman. I mention the incident to show, that, although⁵⁴⁰ I went blackberrying armed, there was not much inequality between me and the bear.

In this blackberry⁵⁶⁰ patch bears had been seen. The summer before, our colored cook, accompanied by a little girl of the vicinage,⁵⁸⁰ was picking berries there one day, when a bear came out of the woods, and walked towards them. The girl took to her heels, and⁶⁰⁰ escaped. Aunt Chloe was paralyzed with terror. Instead of attempting to run, she sat down on the ground where she was⁶²⁰ standing, and began to weep and scream, giving herself up for lost. The bear was bewildered by this conduct. He⁶⁴⁰ approached and looked at her; he walked around and surveyed her. Probably he had never seen a colored person before,⁶⁶⁰ and did not know whether she would agree with him: at any rate, after watching her a few moments, he turned⁶⁸⁰ about, and went into the forest. This is an authentic instance of the delicate consideration of a⁷⁰⁰ bear, and is much more remarkable than the forbearance towards the African slave of the well-known lion, because⁷²⁰ the bear had no thorn in his foot.

When I had climbed the hill, I set up my rifle against a tree, and began⁷⁴⁰ picking berries, lured on from bush to bush by the black gleam of fruit (that always promises more in the distance than⁷⁶⁰ it realizes when you reach it); penetrating farther and farther, through leaf-shaded cow paths flecked with sunlight,⁷⁸⁰ into clearing after clearing. I could hear on all sides the tinkle of bells, the cracking of sticks, and the stamping⁸⁰⁰ of cattle that were taking refuge in the thickest

from the flies. Occasionally, as I broke through a covert,⁸²⁰ I encountered a meek cow, who stared at me stupidly for a second, and then shambled off into the brush. I⁸⁴⁰ became accustomed to this dumb society, and picked on in silence, attributing all the wood noises to⁸⁶⁰ the cattle, thinking nothing of any real bear. In point of fact, however, I was thinking all the time of a⁸⁸⁰ nice romantic bear, and, as I picked, was composing a story about a generous she-bear who had lost her⁹⁰⁰ cub, and who seized a small girl in this very wood, carried her tenderly off to a cave, and brought her up on bear's⁹²⁰ milk and honey. When the girl got big enough to run away, moved by her inherited instincts, she escaped, and⁹⁴⁰ came into the valley to her father's house (this part of the story was to be worked out, so that the child would know⁹⁶⁰ her father by some family resemblance, and have some language in which to address him), and told him where the bear⁹⁸⁰ lived. The father took his gun, and, guided by the unfeeling daughter, went into the woods and shot the bear, who never¹⁰⁰⁰ made any resistance, and only, when dying, turned reproachful eyes upon her murderer. The moral of¹⁰²⁰ the tale was to be kindness to animals.

I was in the midst of this tale, when I happened to look some rods away¹⁰⁴⁰ to the other edge of the clearing, and there was a bear! He was standing on his hind legs, and doing just what¹⁰⁶⁰ I was doing—picking blackberries. With one paw he bent down the bush, while with the other he clawed the berries into¹⁰⁸⁰ his mouth—green ones and all. To say that I was astonished is inside the mark. I suddenly discovered that¹¹⁰⁰ I didn't want to see a bear, after all. At about the same moment the bear saw me, stopped eating berries, and¹¹²⁰ regarded me with a glad surprise. It is all very well to imagine what you would do under such¹¹⁴⁰ circumstances. Probably you wouldn't do it: I didn't. The bear dropped down on his forefeet, and came slowly towards me.¹¹⁶⁰ Climbing a tree was of no use, with so good a climber in the rear. If I started to run, I had no doubt the¹¹⁸⁰ bear would give chase; and although a bear cannot run down hill as fast as he can run up hill, yet I felt that he could¹²⁰⁰ get over this rough, brush-tangled ground faster than I could.

The bear was approaching. It suddenly occurred to me¹²²⁰ how I could divert his mind until I could fall back upon my military base. My pail was nearly full of¹²⁴⁰ excellent berries—much better than the bear could pick himself. I put the pail on the ground, and slowly backed away¹²⁶⁰ from it, keeping my eye, as beast-tamers do, on the bear. The ruse succeeded.

The bear came up to the berries, and¹²⁸⁰ stopped. Not accustomed to eat out of a pail, he tipped it over, and nosed about in the fruit, "gorming" (if there is¹³⁰⁰ such a word) it down, mixed with leaves and dirt, like a pig. The bear is a worse feeder than the pig. Whenever he disturbs¹³²⁰ a maple-sugar camp in the spring, he always upsets

the buckets of sirup, and tramples round in the sticky¹³⁴⁰ sweets, wasting more than he eats. The bear's manners are thoroughly disagreeable.

As soon as my enemy's¹³⁶⁰ head was down, I started and ran. Somewhat out of breath, and shaky, I reached my faithful rifle. It was not a moment¹³⁸⁰ too soon. (1382)

(To be continued next month)

Curious Clippings

Raccoons and bees dwelling peaceably in the same hollowed tree were reported by Watson McClarin, game protector,²⁰ at Sal-ladasburg, Pennsylvania, to the State Game Commission at Harrisburg, Pennsylvania.⁴⁰

McClarin reported that the bees are occupying the lower part of the tree and the raccoon family, three⁶⁰ in number, keep house in the upper part of the stump. (69)

* * *

E. G. Lemcke, of Forestdale, Vt., wrote the following letter to the editor of the New York Sun:²⁰

Nature is wonderful in Vermont. The doughnut trees hereabout already are yielding soft, sweet nuts. Canny Yankee⁴⁰ farmers have grafted pumpkin vines onto pieplants in order to produce pumpkin pies by a natural process.⁶⁰ All night catbirds hunt field mice in perfect silence, but yowl wearily at dawn. Thievish chipmunks steal luscious tubers⁸⁰ and gnaw them into potato chips for their winter larders. Woodchucks playfully pelt each other with small sticks.¹⁰⁰ Robins combine in robbing operations against the farmer. The deep-booming voice of the black bass lures fishermen¹²⁰ to streams and lakes. Vermont's covered bridges fulfill their purpose of hiding from prudish ladies small boys in swimming.¹⁴⁰ Hedgehogs cut twigs from hedges to serve as bedding for their lairs. The mournful notes of the bluejays lend a touch of¹⁶⁰ sadness to the scene. Bullfrogs gore each other. (168)

Lost Arts

From "Expert Shorthand Speed Course"

[This article may be read by any student who has completed the first eight chapters of the Manual.]

Not so much as we used to, but occasionally even yet, one hears of some wonder done by the ancients which²⁰ cannot be done now.

Not so many years ago it was quite commonly asserted that modern workmen could not⁴⁰ quarry, or, having quarried, could not handle stones as large as the monoliths of Egypt; that it would be impossible⁶⁰ to handle, with modern implements, such large stones as were used in the pyramids, or to join them as⁸⁰ perfectly as they are joined there; yet, when occasion arose, larger stones than any of these were quarried in Maine, and¹⁰⁰ some of the larger monoliths themselves were taken, not only to the sea, but across it. And there are¹²⁰ individuals today who might, if they chose, cause the erection in this country of the

largest pyramids, or build¹⁴⁰ new ones ten times larger and more durable. Pyramids are not being generally built, nowadays, because¹⁶⁰ they are not in line with the trend of modern thought; that's all.

It is very doubtful if a "Damascus blade" would stand¹⁸⁰ half as severe use as a modern band-saw blade, or even as much as the spring of a forty-cent clock; while the²⁰⁰ ornamentation of those wonderful blades, so far as the work is concerned, can be excelled by apprentices²²⁰ and amateurs of today.

Many arts and devices have been lost because new arts have made them without value,²⁴⁰ and time spent in rediscovering them would be worse than wasted. The modern youth had much better spend his time²⁶⁰ studying the art of his contemporaries than that which is "lost." (271)—*Scientific American*

Chapter Ten

Dear Sir: I had an interview this morning with the contractor who is putting up the new Central High School. He²⁰ instructed me to ask if you would be interested in interpreting some defective provisions in⁴⁰ his contract, which he wants either retracted or amended as soon as possible.

Though I am a disinterested⁶⁰ party, I must say that a man of his intelligence should not have overlooked clauses detrimental⁸⁰ or contrary to his best interests and should have contrived to have them destroyed or reconstructed when they were¹⁰⁰ first introduced into the contract.

It seems that the electric light company was given exclusive control¹²⁰ over the installation and distribution of electric power, and it is now using extremely¹⁴⁰ defective material, which will soon deteriorate and will also detract to a great extent from both the¹⁶⁰ exterior and the interior of the building. The contractor attempted to interfere, but, of course,¹⁸⁰ encountered such opposition on the part of the electricians that I understand he ceased to protest.

We²⁰⁰ want you to tell us at once what you think should be done. It will be a great pleasure to have you take the whole contract²²⁰ under consideration. Yours truly, (227)

Dear Sir: The old courthouse stood in the center of the business district, and it had deteriorated so much that²⁰ it was considered a detriment and detracted from the appearance of the city. It was destroyed, and a⁴⁰ new one is now under construction.

The Brown Construction Company secured the contract and is certainly very⁶⁰ active though a bit eccentric. The plans of the architect are somewhat restrictive, but the building will be⁸⁰ almost indestructible.

The city council retracted their first order that the interior be finished¹⁰⁰ in white marble. While white marble would be most effective, the extra cost was too extreme to be considered by¹²⁰ the taxpayers.

My company has the contract for all the electric wiring and equipment. We are unrestricted¹⁴⁰ as to the style of electric equipment. Would you be interested in giving us some constructive¹⁶⁰ suggestions as to the best electric illumination? I shall not misinterpret your action, however,¹⁸⁰ should you not feel free to offer your advice. Sincerely yours, (191)

Chapter Eleven

Dear Madam: We read with pleasure your article, which appeared recently in a music magazine. Although you²⁰ seem to be rather critical of some of the late music, we feel that there is much justification for the⁴⁰ attitude you take. You seem to be artistically inclined, and I believe you have marked ability as⁶⁰ a music critic. Yours truly, (66)

Dear Mr. Smith: We should like to call your attention to the bank draft, with bill of lading attached, sent in by the²⁰ C. M. White Company. As you will note, they shipped your goods over the Union Pacific and the Baltimore and⁴⁰ Ohio. The goods arrived today at 3:30 p. m. What do you wish us to do with them? Sincerely yours, (60)

Dear Mr. Johnson: We are sending out letters to all our charge customers, asking them to meet their obligations²⁰ more promptly. If our bills receivable are not met when due, it is hard for us to meet our own bills payable.⁴⁰

Our terms are stated clearly on our order blanks, and we must see that our customers observe these terms more⁶⁰ carefully. Yours truly, (64)

Dear Sir: I received your price list this morning, and believe we can use some of your product.

Before asking our²⁰ purchasing agent to send you an initial order on the enclosed order blank, I must know if you allow trade⁴⁰ discounts on your list prices.

We refer you for credit purposes to Mr. James Robinson, of the First⁶⁰ National Bank of this city. Yours truly, (67)

Dear Sir: Our general manager has been going over the bills receivable before we make out our Profit²⁰ and Loss Statement.

He reports that the chattel mortgage on your truck is now due. You realize that the present⁴⁰ selling price of the truck is less than the face of the paper, and we must have settlement at once. Yours truly, (59)

Gentlemen: As chairman of the Board of Managers of the Brown Manufacturing Company, I want to get²⁰ information about suitable investments for Sinking Funds.

Since yours is the most reliable bond and mortgage⁴⁰ company in the city, I want you to give me the market prices on the leading railway bonds, such as⁶⁰ Michigan Central, Northern Pacific, and New York Central.

This may develop into a good-sized account for⁸⁰ you. Yours truly, (83)

Chapter Twelve

Comstock Silver Mines—Late in the spring of 1859, two grizzled miners were at work with a pickax²⁰ and shovel in the barren wilderness near where Virginia City, Nevada, now stands. They were digging⁴⁰ a reservoir to collect water for crude mining operations. At the depth of four feet, one of the miners⁶⁰ felt his pickax striking a hard substance—a darkish, heavy dirt very different from the surrounding yellowish⁸⁰ clay. Being unfamiliar with the nature of the substance, they washed it, and were disappointed to find, instead¹⁰⁰ of fine, yellow gold, a little lighter substance barely tinged with a golden hue.

Later, they sold their discovery¹²⁰ for a very small sum, little realizing that it would turn out to be the world-renowned Comstock Lode,¹⁴⁰ one of the richest deposits of silver ore ever discovered.

The little strip of ground in which this famous¹⁶⁰ ore body lies produced also in thirty years more than \$300,000,000 worth of gold.

Although this lode¹⁸⁰ remains perhaps the most spectacular discovery of precious ores recorded, it is typical of scores²⁰⁰ of others. (202)

The South—The southern region of the United States consists of Virginia, West Virginia, Kentucky,²⁰ Tennessee, North and South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas,⁴⁰ Louisiana, Oklahoma, and Texas.

The soil is of a sandy variety near the sea, but the uplands⁶⁰ are composed of reddish sands and clay loams. The climate varies from the subtropical to the temperate. On⁸⁰ the uplands there are forests of oak, sycamore, hickory, and black walnut, while on the swampy lands grow the cypress¹⁰⁰ and the yellow pine from which we get turpentine and rosin.

Kentucky is noted for the long-horned steer, which¹²⁰ has been replaced by the short-horned species. Louisville is the greatest tobacco market in the world. Cotton, which¹⁴⁰ is still largely cultivated by hand, and peanuts are grown in all the Southern States. (155)

Some of the Brief-Form Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT 7—I believe it will be possible for me to call during the evening.

Upon receiving notice of what had²⁰ occurred, Tom put in a 'phone call for Dr. Morey.

I know that several men have stated that Dr. Lodge called⁴⁰ upon them during the evening.

It is my purpose to give you a small order the first of each month.

Will it be⁶⁰ possible for you to ship our order within three days?

I am told that you have a very good situation⁸⁰ in the city. It is my belief that you will like this work very much.

I told Mr. Vance to call upon you¹⁰⁰ for the purpose of helping you all he can.

Ross Hoffman, Columbus, Ohio.

Dear Sir: I have received your order.¹²⁰ It will not be possible to ship everything to you today, but I shall ship all I can today, and the¹⁴⁰ other goods will come the first of next month. Yours very truly,

Claude Stone, Toledo, Ohio.

Dear Sir: I am shipping¹⁶⁰ you some goods that you have not ordered, but I believe you will be glad to see them, and it is possible that¹⁸⁰ you will want to place an order soon. Ship back anything you cannot sell. Yours truly,

Thomas Dodge, Cleveland, Ohio.²⁰⁰

Dear Sir: You ask if your order can be shipped in three days. It will not be possible to ship all of the goods²²⁰ so soon, because some of them are not ready. Most of the order will go today and everything will be shipped by²⁴⁰ Saturday. Very truly yours,

Paul Colby, Akron, Ohio.

Dear Sir: The general situation here is²⁶⁰ very good. I believe that I shall not need any more help for the present, at least, but it is possible that I²⁸⁰ shall need another girl soon to help with sales during the holiday season. Yours truly,

Joseph Vaughn, Toledo,³⁰⁰ Ohio.

Dear Sir: I am very glad that the general situation at the store is so good, but I believe³²⁰ that several more girls will be needed in the course of a month or so, to help with general sales during³⁴⁰ the holiday season. Sales are very heavy at that time and I always want you to have all the help you need.³⁶⁰ Yours truly, (362)

UNIT 8—Our company needs more capital. The chairman says he will sell some shares to increase the capital.

Several²⁰ callers came in today to ask if they could get shares in the company that is being formed.

If you desire to⁴⁰ collect this bill against Sam Rogers, it will be necessary to place it in the hands of a good collector.⁶⁰

He is a great reader, a thinker, and a lover of books, but he makes his living as a collector of bills.⁸⁰

I put an ad in the paper for a good worker to help at the factory. Several men called, but the place¹⁰⁰ was given to the first caller.

The people living in the flat above our store want a smaller place.

He came here¹²⁰ sooner than he said it would be possible for him to come.

Two callers came in this morning to ask me to take¹⁴⁰ shares in their company. They desire to increase their capital and make a

bigger company, but it is my¹⁶⁰ opinion that they have met heavy losses and want to get rid of their own shares.

Dear Sir: I am sending you an¹⁸⁰ order that is smaller than my real needs. It is rather late in the season, and it is my opinion that a²⁰⁰ bigger order at this date would give me more goods than I can sell. I should have to keep over until next season²²⁰ a greater lot of books than ever before, and I cannot put on a sale before September or October.²⁴⁰ Yours truly,

Dear Sir: You have given our company many good orders, but it has always been hard to collect²⁶⁰ our money. The order shipped you in September is still open on our books. I feel that I must keep the order²⁸⁰ that came this morning until you tell me something about your plans for settling for it. Yours very truly, (299)

December's Talent "Teaser"

Focusing Energy

In one of the laboratories of Washington there is a great sunglass that (measures) three feet across.

It is like²⁰ the burning glass we used to (treasure) when we were boys, only much larger. This great (glass) gathers the rays⁴⁰ of the sun that strike its flat surface and focuses them on a single point in a space a few⁶⁰ feet (below). That single point is hotter than a blow- (torch). It will melt through steel as easily as a⁸⁰ red-hot needle burns through paper.

This (terrible) heat—it cannot be measured for it melts all instruments—is just¹⁰⁰ three feet of ordinary sunshine, (concentrated) on a single point. Scattered, (these) rays are hardly felt—perhaps just pleasantly warm;¹²⁰ concentrated, they melt adamant.

The same (principle) applies to human endeavor. Scattered, a (man's) energies do not amount to much;¹⁴⁰ once they are all focused on the task in hand, seemingly tremendous difficulties, like snow on a hot (stove), melt¹⁶⁰ away.

Get the habit of concentrating when you (start) to do a thing—throw on all the (steam) you have¹⁸⁰ and focus everything on the task in hand. Remember that three feet of ordinary sunshine concentrated will burn (through) anything. (200)

Business Letters

From the Contest Budget of the Secretarial Class of MacMurray College

Submitted by Annabel Crum, Jacksonville, Illinois

Dear Patron:

This pencil was ours. In fact, our name is on it.

However, it is now yours; secondhand, in

a way,²⁰ but it may prove useful, nevertheless.

This is the first thing we hope you will do: Just get out your jackknife, sharpen⁴⁰ the pencil and jot down on the back of this letter the names of some of your neighbors who sell cream at some time during⁶⁰ the year. The first name you write really pays us for the pencil. Each additional name will be simply a⁸⁰ favor to us; but we feel sure that you won't mind, will you? We shouldn't. And so if we can ever do you a favor¹⁰⁰ just call upon us.

We want to tell your neighbors about "The Jacksonville Way." Of course we will not mention your¹²⁰ name in writing them; however, if you care to tell them that you sent their names we shall be glad to have you do so.¹⁴⁰

So, please sharpen the pencil and "get busy." We are further assisting you by enclosing an envelope, all¹⁶⁰ stamped and addressed. We want your early reply!

Hopefully yours, (171)

Dear Friend:

We feel that we want to send you some sort of expression of good will—just a reminder that we still think²⁰ of you and are concerned about your welfare and prosperity.

And so we are sending you this little blotter.⁴⁰ It is of good quality, we think you will find it a convenient size, and that you will find convenient use for⁶⁰ it.

We hope, too, that sometime you will have occasion to visit our little city and that you will drop in for⁸⁰ a chat. We should like to show you our working facilities.

And we do wish for you every success that the year¹⁰⁰ can bring.

Very cordially yours, (106)

Transcription Project Letter

(Supply date, address, and close)

Dear Madam:

Your Christmas problems will be most easily solved by coming to our store with your list and picking out²⁰ the best and most suitable item for each person you want to remember.

Our stock is so⁴⁰ varied that we can please anyone with some sort of a gift. Just look at the enclosed chart showing what we can offer⁶⁰ for husband, wife, mother, father, son, daughter, friends, and acquaintances.

Buy early while the assortment is complete⁸⁰ and while you can get just what you want.

Let us lay the purchases aside if you do not want them taken home¹⁰⁰ now, or give us delivery or shipping instructions and the date to be delivered or shipped, and you need give¹²⁰ the matter no more thought.

We make no charge¹⁴⁰ for packing and shipping anything to any point, save that of the transportation charges. We relieve you of any bother in packing and getting to the post office or express¹⁶⁰ office.

Our store is in its Christmas dress already, and the sooner you come in with your Christmas list, the better¹⁸⁰ you will be pleased with your selections.

Cordially yours, (189)

Seventieth Anniversary of the Transcontinental Telegraph

From "Dots and Dashes," published monthly by the Western Union Telegraph Company

At the right is pictured the region along the North Platte River in Western Nebraska from Court House Rock to Scotts²⁰ Bluff. This is a part of the old Oregon Trail, along which the Covered Wagon was soon followed by the Western⁴⁰ Union's Transcontinental Telegraph. At the left is a painting of "The Pony Express Rider." These two⁶⁰ paintings are from the historical collection of the Oregon Trail Association, and were done by W. H.⁸⁰ Jackson, eighty-nine years old when he did them and himself a "Bull-Whacker" on the old Oregon Trail. At the top¹⁰⁰ is an old drawing showing the building of the Transcontinental Telegraph—a vital step in the progress¹²⁰ of America. (124)

Observance throughout the United States October 24 of the seventieth anniversary of²⁰ the first transcontinental telegraph service, which linked the isolated Golden West of frontier days with the⁴⁰ East, will recall vividly the thrilling periods of American history typified by the Covered⁶⁰ Wagon, the Pony Express, and the Transcontinental Telegraph.

Covered Wagon days have received nationwide⁶⁰ attention since April 10, 1930, on which date was celebrated the 100th anniversary¹⁰⁰ of the departure of the first covered wagon party for the Rocky Mountains and beyond. Remnants of¹²⁰ the fast-vanishing history of that period have been compiled, markers placed to preserve historic spots on¹⁴⁰ the Oregon Trail and Pony Express routes, and celebrations held by the Oregon Trail Memorial¹⁶⁰ Association.

The Association this year is marking stations of the Pony Express. It also¹⁸⁰ cooperated with Western Union, which established the transcontinental telegraph, in observing that event²⁰⁰ which, as much as any other, brought an end to the reckless adventure and Indian fighting of the Golden²²⁰ West and the isolation of great plain, mountain, and forest regions then out of touch with civilization.

The²⁴⁰ tide of horse, mule, and ox-drawn covered wagons which carried hundreds of thousands from comfortable homes in the East,²⁶⁰ Middle West, and South across the continent to the Pacific Coast, and left from ten to twenty thousand dead from²⁸⁰ hardships and Indian attacks along the trail, reached full swing in 1842. Mormon emigration³⁰⁰ to Utah beginning in 1847, and the California gold rush of '49,³²⁰ added their thousands to the trail. By 1859 a half-million emigrants from the East were³⁴⁰ scattered along the Pacific Coast, anxious to maintain contact

with friends and relatives back home in the Eastern³⁶⁰ states, beyond thousands of miles of wilderness. Each caravan of white tops placed its fate in the hands of a guide. Among³⁸⁰ the famous long-haired scouts were Jim Bridger, Kit Carson, William L. Sublette, Jim Baker, and Fitzpatrick.

Transcontinental⁴⁰⁰ mail to these half-million emigrants in 1860 was handled principally by way⁴²⁰ of the Isthmus of Panama, requiring nearly a month between New York and San Francisco. The two overland⁴⁴⁰ stage routes were less certain but a little faster. To speed the mail, Ben Holliday, with the mail contract between⁴⁶⁰ Salt Lake City and Sacramento, and the firm of Russell, Waddell and Majors, hauling overland freight with⁴⁸⁰ 75,000 oxen, joined forces to operate the Pony Express. They established 200 stations,⁵⁰⁰ bought 500 fast American horses and recruited eighty of the most daring riders, each to ride three⁵²⁰ mounts successively, taking fresh ones at stations from fifteen to twenty-five miles apart.

Thus on April 3,⁵⁴⁰ 1860, was established the eight-day pony express for the fourteen hundred miles between St. Joseph,⁵⁶⁰ Missouri, and Sacramento, California. The exploits of "Buffalo Bill" Cody, "Wild Bill" Hickok "Pony⁵⁸⁰ Bob" Haslam, Jim Moore, and other fearless Pony Express riders in "getting through" when Indians murdered riders⁶⁰⁰ and station attendants and every hill bore Indian signal fires, are historic.

The Pony Express passed⁶²⁰ out of existence sixteen months after it began when the transcontinental telegraph started operation.⁶⁴⁰ Hiram Sibley, president of Western Union, proposed the line to Congress and obtained official acceptance⁶⁶⁰ in an act which provided an annual subsidy of \$40,000 for ten years. Western⁶⁸⁰ Union had Edward Creighton survey the route, then arranged with the California State Telegraph Company to⁷⁰⁰ build east to Salt Lake City, to meet a line to be constructed west to that city by the Pacific Telegraph⁷²⁰ Company, organized for the purpose.

The dramatic story of the construction of the Transcontinental⁷⁴⁰ Telegraph has never been written. A few reminiscences by some who participated are in old⁷⁶⁰ journals. Those stories tell of great hardships, of the difficulties of hauling poles as far as 240⁷⁸⁰ miles for use on treeless plains, of measures taken to impress Indians with the "supernatural" attributes⁸⁰⁰ of the telegraph and thus avoid trouble, of the fierce race between the eastern and western line forces to reach⁸²⁰ Salt Lake City first to win a rich reward, of how Brigham Young, Mormon leader, came to the rescue by ordering⁸⁴⁰ defaulting Mormon contractors to supply poles for hundreds of miles of desert "even if it made them paupers."⁸⁶⁰

As the two lines progressed, the Pony Express filled the gap, and the time for communications from coast to coast⁸⁸⁰ lessened day by day. Edward Creighton's and C. M. Stebbin's forces moved from Omaha July 4, 1861,⁹⁰⁰ up the South Platte River to Fort

Kearney and Fort Laramie, and reached Salt Lake City October⁹²⁰ 18. The line from San Francisco and Sacramento, which was extended from Virginia City, Nevada,⁹⁴⁰ through Ruby Valley, Eagan Canyon, and Deep Creek by James Gamble's and James Street's forces, reached Salt Lake City on⁹⁶⁰ October 22. Transcontinental telegraph service was inaugurated October 24—less⁹⁸⁰ than five months after the work was begun—a great achievement, and an outstanding contribution to the development¹⁰⁰⁰ and unity of the nation. (1007)

Key to the September O. G. A. Test

[This article may be read by any student who has completed the first eight chapters of the Manual]

Whatever your object may be you should aim to use every part of the mind in such a way that neither²⁰ energy nor effort is wasted; and one of the greatest needs in this connection is to train the mind to be⁴⁰ positive in all its actions.

Whatever you think, plan, or desire, be firm and determined in that thought and feeling.⁶⁰ Prompt the mind to move positively in the forming of a plan or the expression of a desire. Have no fear,⁸⁰ as fear is the chief cause of failing. Give calm and strong feeling to every action of the mind, and this action¹⁰⁰ will become positive. The importance of positive mental thought to your success and steady increase of your¹²⁰ power is well known to you. (125)

Selection of Dictation Matter

From "Factors of Shorthand Speed"

By David Wolfe Brown

Late Official Reporter, U. S. House of Representatives

[This article may be read by any student who has completed the first eight chapters of the Manual]

In selecting matter for *practice* (which should alternate between old matter and new), the first aim of the *student*²⁰ should be to *familiarize* himself with commonplace words and phrases which make up the stock of everyday⁴⁰ converse. Later the *dictation* should cover a *variety* of subjects. Narrow *practice*—that which confines itself⁶⁰ constantly to the same class of matter—is to be especially avoided. Nothing but *practice* upon⁸⁰ a number of different topics will give the student that *invigorating* training which he needs to *fit him*¹⁰⁰ for actual work. Nor should the student forget to give *preference* always to matter which, while affording good¹²⁰ shorthand training, will increase his stock of useful, up-to-date *information*.

For the purpose of drilling the young¹⁴⁰ *stenographer* in carrying a number of words in his mind while in the act of writing, a portion of each¹⁶⁰ day's *dictation* should be given in clauses of at least twelve or fifteen words at a time. As the writer's memory¹⁸⁰ gains in word-holding *power*, the length of the clauses may and should reach twenty or twenty-five words, without causing²⁰⁰ *confusion* of mind or hand. Each *separate* clause should be read without any pause; but after each clause there should²²⁰ be a *sufficient* pause to allow the writer to "catch up" or, what is better, *almost* "catch up."

The writer who²⁴⁰ will steadily *practice*, day after day and week after week, gradually lengthening the clauses till they reach²⁶⁰ twenty or twenty-five words each, will soon be surprised at the growth of his word-carrying *capacity*. (279)

Stop—Look—Listen

From "Your Job"

By Harold Whitehead, of Boston University

That's another way of saying "Be Careful." Now, how are you as regards Carefulness?

Before you holler "perfect,"²⁰ be sure you know what carefulness is. It is exactness, watchfulness, solicitude.

I'll assume you are a human⁴⁰ being and therefore not more than 99 and 44/100 per cent perfect and will tell you how⁶⁰ to develop the trait of carefulness.

First of all, pay attention to details. Consider well the after⁸⁰ effects of any contemplated action. We are all prone to think of the immediate results of what we do¹⁰⁰ instead of thinking what the final big results will be—that's careless of us, isn't it? It is unfortunately¹²⁰ true also that we seek the easiest way out of a difficulty instead of the best way.

Avoid¹⁴⁰ impulsive decisions—that's another way of saying consider the effect of our actions. Whenever possible¹⁶⁰ finish the immediate job before beginning the next one. When we have several half-finished jobs on¹⁸⁰ our hands we are inclined to "rush" some of them just to get them off our hands. Slipshod rush work usually brings the²⁰⁰ job back again for revision. Then we have two jobs, one, to undo the first careless mistakes, and then to do the²²⁰ job right.

Begin developing carefulness at home. The way you keep your clothes is an index of carefulness. Before²⁴⁰ leaving in the morning—look around the bedroom and see what's what.

Are your neckties on the floor, your soiled collar²⁶⁰ left on the bureau, and things scattered about on the chairs? If so, get busy and develop carefulness (and its²⁸⁰ consequent neatness) in these trifles. It will soon become a habit to be careful in important matters.

Be³⁰⁰ careful in speech; do not make impulsive decisions; also, avoid hasty promises. If you are in the³²⁰ habit of making promises

which you regret, make it a rule never to promise anything until you have thought³⁴⁰ it over yourself. You will not then be unduly influenced by anyone and your decision will be more³⁶⁰ logical.

So much for Carefulness. Now—how are your “brakes” working?

How is your self-control? Well developed, or do³⁸⁰ you “go to pieces” on the least provocation?

Are you boastful, nervous, hasty-tempered? If so, you need to⁴⁰⁰ develop self-control.

Failure to control yourself causes the best laid plans to go astray. When in danger of⁴²⁰ losing your self-control, think—think what the consequences will be. It is really very easy to keep guard⁴⁴⁰ over your tongue. Just say to yourself every morning: “I will not say a word today without first thinking what it⁴⁶⁰ might lead to.”

Every morning you must remind yourself that self-control is self-restraint, and that more mischief is⁴⁸⁰ done through lack of control of the tongue than any other way. Slip a card on your mirror reading: “I have two ears⁵⁰⁰ and one tongue and should use both proportionately.” (509)

A Damage Suit—IV

(Continued from the November issue)

—but once? A Once.

Q⁹⁴⁰ Is this the case, Frank Cramer against Joseph Blumberg, in which you testified for

your wife? A No, sir, I⁹⁶⁰ have never testified for my wife.

Q Did you have that lawyer; did your wife have him (handing witness paper)?⁹⁸⁰ A No, sir.

Q You don't remember this lawyer? A Yes.

Q I just showed you this, and you saw his¹⁰⁰⁰ name there at the bottom? A You asked me if I testified for my wife.

Q Did you see this name? A¹⁰²⁰ Yes.

Q Do you know that lawyer? A Let me see that.

(Defendant's counsel hands paper to witness.)

THE WITNESS:¹⁰⁴⁰ Yes, Sam Jones.

Q Do you know him? A Yes, sir.

Q In all these accidents you had, you had a¹⁰⁶⁰ different attorney in each one, didn't you? A Yes.

Q You did not go back to the same lawyer each time,¹⁰⁸⁰ did you? A No, sir.

Q This man Gordon and you—did he own a Chevrolet car? A Yes, sir.

Q¹¹⁰⁰ And then was he sued frequently by a lot of his friends for that accident in that Chevrolet car? A I¹¹²⁰ don't know.

Q Weren't you a party to that? A I don't know.

Q Weren't you a party to that scheme? A¹¹⁴⁰ No, sir.

Q Don't you know anything about his being sued? A No, sir.

Q Now, did you have something¹¹⁶⁰ to do with your brother's accidents, too? A No, sir.

Q You don't remember those at all? A No,

An Emergency Call

During the evening of September 17, we received a wire from a Virginia Superintendent of Schools, asking for a woman commercial teacher. We immediately wired a Nebraska teacher to apply. September 18 she wired she had applied. September 21 she wrote that she had accepted the place, at a substantial increase over her salary last year. She was fortunate, in these gloomy days when salary cuts are more numerous than salary increases. May we try to help you?

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.

:::

Larcom Avenue, Beverly, Mass.

sir,¹¹⁸⁰ I remember a friend of mine having an accident.

Q Your brother's—Hyman? A Hyman—No, sir.

Q¹²⁰⁰ You don't remember anything about the number that he had? A No, sir.

Q Has he had ten of¹²²⁰ them?

MR. WILLIAMS: I object to that.

THE WITNESS: I would not care if he had twelve of them.

THE COURT: I sustain¹²⁴⁰ the objection. (1243)

(To be concluded next month)

Short Stories in Shorthand

The Test of a Man

"It is all very well to be pleasant
When your automobile's in trim.
But the man worth while is the one with a²⁰
smile
When he has to go home on the rim."
—Anonymous (30)

The Proper Way

A teacher had been instructing the children to say "double" whenever two of the same letter appeared together²⁰ in a word. One day the class came to this sentence in their reader: "Up, up, and see the sun rise."

Little Johnny⁴⁰ read: "Double up, and see the sun rise."—*In Lighter Vein* (49)

Just What He Meant

He: I must say I'm glad your mother is coming to visit us.

She: Be frank and say you're not.

He: I said, "I must²⁰ say so."—*Philadelphia Bulletin* (27)

Wrong Word

Small Son: What are diplomatic relations, father?

Wise Parent: There are no such people, my boy.—*Anniston Star* (20)

Giving It the Works

First Furniture Maker: That bookcase isn't an antique, is it?

Second Furniture Maker: No, but another²⁰ day's work and it will be.—*Life* (25)

Impossible

First Stranger (at the party): Dull, isn't it?

Second: Yes, very.

First: Let's go home.

Second: I can't. I'm the host.—*Cross*²⁰
Section (21)

Commercial Education

(Continued from page 166)

foreign trade. We are said to be behind many other countries in developing programs based on determinable needs, far behind in co-ordinating technical and business subjects, far behind in developing advanced courses in particular fields such as the lumber business, the sugar business, and foreign trade institutes. Our investigations of the causes of failures among business men reveal that we have no standard of business training for entering a business for one's self.

Four-fifths of the business students in the colleges and universities today are men. Until the Wharton School of Commerce and Finance, University of Pennsylvania, was established in 1890, the colleges and universities refrained from the organization of separate professional schools for business training. Robert E. Lee, while at Washington and Lee University, sought to establish such a school. There are now ninety-five of these schools. Although they are usually the youngest schools in the universities, they are frequently the largest. Even at Harvard University the number of students majoring in economics and business exceeds the number majoring in any other special curriculum. Some of the leading schools of business are at Columbia University, New York University, Northwestern University, University of Illinois, University of California, and Ohio State University. In this connection Mr. Malott has prepared for free distribution separate circulars showing which of the colleges and universities offer each of the various business subjects.

The hundreds of research investigations in business problems, sponsored by thirty-five collegiate bureaus of business research and almost ten thousand college graduates each year trained in business, I am informed, have done much toward overcoming the former prejudice against college men. Employment and regular promotions are now considered the acid test of the business course. The big problem for the business men and business teachers is to determine what knowledge and skill should be compressed into a four-year training program.

In order that the next generation of citizens may have an elementary knowledge of economic and business problems as a fundamental tool for better citizenship in a democracy, all pupils before they leave school are advised by the Federal Office of Education to have a course in GENERAL BUSINESS INFORMATION or GENERAL BUSINESS SCIENCE. Bulletins from the Office of Education and other sources indicate that such

a course is necessary for a minimum of understanding of business, for a basis for further reading about the social significance of business in our domestic and foreign relationships, for understanding the growing complexity and the interdependence in business, and for an appreciation of the modern business structure and business services.

Successful business men have given money to endow universities. Unfortunately, Mr. Malott tells me, very few of them have given generously of their time and their ideas to improve education for business. There is a growing realization all over the world that satisfactory improvements will come only as a result of closer coöperation between business men and teachers. In Washington this past week, the United States Office of Education and other agencies planned a National Advisory Council on Education and Business, the chief objective of which is to provide the machinery for closer coöperation, nationally and in various communities.

Since 1900 when business education was introduced generally throughout Europe, the International Society for Commercial Education has been holding international congresses for the leaders in this field. Seven hundred fifty official delegates, including seven from the United States, and from thirty-three other countries, met in Holland in 1929. The next international congress will be held at London during the summer of 1932.

Realizing that the world is rapidly becoming one economic unit, realizing the need of a better understanding of international business problems, and the relation of such business problems to international relationships, this Society conducts also international economic courses for young business men and women and instructors of business subjects. These courses are held annually in different countries so that the young business men and teachers may have a better understanding of the cultural and business problems of the nations of the world. An American chapter of this Society was formed in Washington this past week.

[This address by Mr. Lawrence was delivered (May 10) over the following stations:

WBEN—Buffalo, N. Y.	KVOO—Tulsa, Okla.
WGY—Schenectady, N. Y.	WMC—Memphis, Tenn.
WEAF—New York City	KTHS—Hot Springs, Ark.
WTAG—Worcester, Mass.	WCAE—Pittsburgh, Pa.
WRC—Washington, D. C.	WJDX—Jackson, Miss.
WCSH—Portland, Maine	WSB—Atlanta, Ga.
WSAI—Cincinnati, Ohio	WSUN—Clearwater, Fla.
KSD—St. Louis, Mo.	WIOD—Miami Beach, Fla.
WHO—Des Moines, Iowa	WFLA—St. Petersburg, Fla.
WOC—Davenport, Iowa	WDAY—Fargo, N. D.
WJAR—Providence, R. I.	WOW—Omaha, Nebr.
	WOAI—San Antonio, Texas
	WENR—Chicago, Ill.]

Digest of State Meetings

(Continued from page 182)

UTAH EDUCATION ASSOCIATION, Business and Economics Section, Salt Lake City, Utah, October 15-17, 1931.

Speakers:

Frances Effinger-Raymond, Gregg Publishing Company, San Francisco—THE NEED OF TEACHER TRAINING IN BUSINESS; J. R. Mahoney, University of Utah, Salt Lake City—BUSINESS RESEARCH; P. E. Peterson, Utah State Agricultural College, Logan—CASE METHOD OF TEACHING BUSINESS; Josephine Sherman, South High School, Salt Lake City—HIGH LIGHTS IN THE TEACHING OF SHORTHAND; F. Y. Fox, L. D. S. Business College, Salt Lake City—RECENT EXPERIMENTS IN THE L. D. S. BUSINESS COLLEGE.

WASHINGTON EDUCATION ASSOCIATION, Commercial Section, Yakima, Washington, October 26-27, 1931. Chairman: Ted Sehmel, Washington Junior High School, Yakima, Washington.

Speakers:

Discussions on JUNIOR BUSINESS TRAINING led by Ted Sehmel, Washington Junior High School, Yakima; Lyle Daverin, High School, Toppenish; C. H. Shidell, Franklin Junior High School, Yakima.

WEST VIRGINIA STATE EDUCATIONAL ASSOCIATION, Commercial Teachers Section, Charleston, October 29-31, 1931. Chairman, F. M. Peckham, High School, Huntington, West Virginia.

Speakers:

R. F. Cooper, former Director of Commercial Education, Austin, Texas—TRENDS IN COMMERCIAL EDUCATION; George Thomas, Vice-President, Charleston Chapter American Institute of Banking, Charleston, West Virginia—WHAT THE BUSINESS MAN EXPECTS OF A GRADUATE OF A FOUR-YEAR HIGH SCHOOL COMMERCIAL COURSE.

New Officers:

PRESIDENT: M. P. Skinner, Head of Commercial Department, Weston High School, Weston, West Virginia

VICE-PRESIDENT: Alta Schoen, High School, Charleston, West Virginia

SECRETARY-TREASURER: Margaret Somerville, High School, Point Pleasant, West Virginia

Date and Place of Next Meeting:

Fall of 1932, Huntington, West Virginia

WISCONSIN TEACHERS ASSOCIATION, Central District, Stevens Point, Wisconsin, October 9, 1931.

Speakers:

Goldina M. Fisher, Gregg College, Chicago—MOTIVATION IN SHORTHAND UNDER THE NEW PROGRAM; R. J. Burton, Principal Commercial Department, High School, Wausau—COMMERCIAL CLUB ACTIVITIES AT OUR HIGH SCHOOL.

New Officers:

CHAIRMAN: R. J. Burton, Principal Commercial Department, High School, Wausau

SECRETARY: Amelia Taborsky, High School, Wisconsin Rapids